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AUTHOR McFadyen, Don
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ABSTRACT

In order to explore the possibility of basing the Ontario Library Association's (OLA's) professional development programming on systematic needs assessment, a pilot project was undertaken to determine the professional development needs of library workers in Ontario and to experiment with the Nominal Group Technique (NGT)--a means of providing for a structured group meeting which will satisfy basic problem-solving requirements and the need for equality of participation. NGT needs assessment workshops were conducted with four homogenous groups, each consisting of six or seven participants, and a Delphi process--a multi-stage questionnaire process--was also conducted with OLA program planners. Suggestions for improvement of OLA programming were made: i.e., covering new facets of topics, supplying sharper topic focus, providing a variety of instructional levels and methods, meeting perennial needs, and establishing new systems of delivery and a provincial information clearinghouse. There were also gaps in the expressed needs which require further examination. The pilot project indicated that it is practical to carry out needs assessment in the field and that NGT is a workable and useful tool to which participants respond very positively. The Delphi process was shown to provide an option for conducting needs assessment where the participants are widely dispersed. It is recommended that OLA conduct ongoing needs assessment for its professional development programming. (ESR)

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PROFESSIONAL DEVELOPMENT NEEDS OF LIBRARY WORKERS IN ONTARIO

A PILOT PROJECT

DON MCFADYEN

Sponsored by

PROFESSIONAL DEVELOPMENT & EDUCATION COMMITTEE

ONTARIO LIBRARY ASSOCIATION

1980-81

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Professional Development Needs of Library Workers in Ontario

A Pilot Project

Don McFadyen

Professional Development & Education Committee

Ontario Library Association

1980-81

Abstract

Purpose

The purpose of the "Pilot Project" was to explore the possibility of basing OLA professional development programming on systematic needs assessment. More specifically, the intent of the "Pilot" was to:

(1) Experiment with the Nominal Group Technique (NGT) as one means of conducting needs assessment; and

(2) Produce a sample of needs statements concerning the professional development needs of library workers in Ontario.

The Nominal Group Technique is a means of providing for a structured group meeting which will satisfy the basic requirements for good problem-solving and the need for equality of participation.

The initial set of needs statements would provide an indication of the usefulness and relevance of basing program planning on information about needs collected from the professional development clients at large, as opposed to basing program planning solely on the program ideas generated by those librarians representing the profession at the Association level.

Implementation

Nominal Group Technique needs assessment workshops were conducted with four homogeneous groups, each consisting of six or seven participants.

The NGT needs assessment question was: "What are your professional development/continuing education needs?" A supplementary question was also asked: "Why are your needs unmet?"

A Delphi process, which is a multi-stage questionnaire process, was also conducted with program planners, the question being: " What information would help you, as a decision-maker in OLA's professional development program, to plan OLA's future response to the professional development needs of the Ontario library community?"

Results

Each NGT group produced anywhere from 17 to 38 needs statements and then voted on these to establish priorities. They also produced a number responses to the supplementary question.

The Delphi group of thirteen program planners produced a list of eighteen items on Questionnaire #1 and subsequently discussed and voted on these items.

Conclusions

The "Pilot Project" indicated that it is practical to carry out needs assessment in the field and that NGT is a workable and useful needs assessment tool to which participants respond very positively. A wealth of experience was gained in conducting the NGT workshops and a detailed Training Manual now exists for use in future workshops.

The "Pilot" further indicated that needs assessment in the field does produce programming possibilities sufficiently different from those represented in the Conferences at present to justify mounting regular needs assessment workshops. Many of the needs statements produced by the "Pilot" are, in fact, valuable suggestions for Conference planners.

The Delphi process, although more time-consuming than NGT, provides an option for conducting needs assessment where the participants are widely dispersed. Both the Delphi results and the responses to "Why are your needs unmet?" provide valuable information, beyond suggestions for workshop topics, for program planners.

A summary of the detailed conclusions to be found in the full report follows:

A. Needs assessment workshops conducted in the field do successfully identify a variety of topics, programming ideas and related areas of concern, making it possible for OLA program planners to be responsive to the expressed needs of the membership:

1. New facets of topics

It is normal in a needs assessment to come across few totally new requirements. However, participants did articulate desires for numerous new facets of traditional workshop topics.

2. Sharper focus

A constant refrain was the need for sharply focused in-depth and practical workshops on elements of a subject rather than introductory overviews.

3. Variety of instructional levels

Another point that was frequently raised was the lack of advanced workshops for the experienced person in the field. At the other end of the scale were requests for workshops relevant to small public libraries with minimal resources.

4. Variety of instructional methods

More than one group expressed a preference for the practical small group format with more participation.

5. Perennial needs

It was apparent that some subjects will always be in demand.

6. Gaps in expressed needs

Some areas of theory and practice were distinguished by a lack of needs statements. These need to be more closely examined.

7. New systems of delivery

The need for outreach was very evident. Modes of continuing education other than workshops were suggested; for example, liason with other librarians, staff exchanges, work-sharing.

8. Provincial information clearing house

One of the most frequently given reasons given for needs being unmet was a lack of information about courses.

B. It is practical to collect needs data from the field and the Nominal Group Technique is a workable and useful needs analysis tool.

It is recommended that OLA conduct ongoing needs assessment in order:

- To include more groups and therefore different points of view
- To identify the needs of areas beyond Metro Toronto
- To keep information about needs current
- To collect more and more specific needs information
- To lay the basis for questionnaires focussed on specific areas
- To take advantage of the training benefits of such workshops and begin building a resource pool of facilitators
- To generally maintain contact with the field, enhance OLA's profile, emphasize OLA's responsiveness to the needs of the membership and encourage the growth of OLA

Purpose of Project

The purpose of the "Pilot Project was two-fold:

1. To experiment with the Nominal Group Technique (NGT) as a needs analysis tool; and
2. To produce a sample of needs statements concerning the professional development needs of library workers in Ontario.

1. Nominal Group Technique

Given the time, energy and money the Ontario Library Association invests in providing professional development workshops for library workers, and given the demand for such programming, it seemed appropriate to explore the possibility of developing a systematic approach to determining actual learner needs in order to build a more comprehensive programming response.

Needs assessment is simply a formal analysis of the gaps between present outcomes and desired outcomes, the important point being that needs assessment assumes that valid and useful information can only be produced with the participation of the clients in the program.

The Nominal Group Technique (Delbecq, Andre L.; Van de Ven, Andrew H.; and Gustafson, David H. Group Techniques for Program Planning: A Guide to Nominal Group and Delphi Processes. Glenview, Ill.: Scott, Foresman, 1975) is a means for providing for a structured group meeting which will satisfy the basic requirements for good problem-solving and the need for equality of

participation. In any needs assessment workshop it is important that the ideas of all group members be heard and that as many ideas as possible be expressed. The manner in which NGT enhances these conditions will be examined in a subsequent section.

2. Needs Statements

Obviously, a complete profile of the professional development needs of library workers in Ontario would have to represent many different working situations, involving various types of libraries, levels of management, types of service areas, geographic areas, etc. To achieve some degree of representation of the diverse groups in the library field within the context of the "Pilot Project," it was planned to hold at least one workshop for each of school librarians, academic librarians and public librarians. Each group was to be homogeneous so that the set of needs statements produced by the group would represent a consensus of indviduals with similar interests; e.g., public library branch heads, academic reference librarians, school librarians, etc.

This initial set of needs statements would provide some indication of the usefulress and relevance of basing program planning on information about needs collected from the professional development clients at large, as opposed to basing program planning solely on the program ideas generated by those librarians representing the profession at the Association level. In short, does going to the field for program ideas produce programming possibilities sufficiently different from those represented in the Conferences at present to justify the exercise of mounting regular needs assessment workshops in the field?

Implementation of NGT Workshops

1. Pre-Test of Nominal Group Technique

A pre-test of the NGT process was carried out at the headquarters of the Central Ontario Regional Library System on November 26, 1980. The pre-test group consisted of four branch heads and two chief librarians of medium-sized libraries in the York, Peel and Durham areas; i.e., in the immediate vicinity of Metropolitan Toronto. While the group was not strictly homogeneous, all of the participants had responsibilities in the management area and most had public service and selection responsibilities as well.

The question presented was: "What would you like to learn in the next five years to increase your competence on the job? Please try to be as specific as possible; for example, what is it you actually want to be able to DO? Also, please consider briefly such factors as how much time you would want to spend on this learning project, where you would want to experience it, who or what might be learning resources--in short, how you see yourself going about the learning project."

The question proved to be complicated; for example, it is really more than one question, which is not congruent with the mechanics of the NGT process. However, it was basically compatible with the question asked in subsequent workshops and a number of needs statements were generated. Thus, the latter have been included in the present analysis of workshops and needs statements.

The participants were also asked to comment on how well OLA's present offerings satisfied their professional development needs and on the NGT process itself. Useful information was produced in both cases and these questions were built into subsequent workshops as closing exercises.

On the basis of information obtained from the pre-test material was prepared for the subsequent workshops as follows:

1. "Information for Nominal Group Technique Participants" - this handout was sent to participants before the workshops. See Appendix.

2. NGT Training Manual - available upon request.

3. NGT Question: "What are your professional development/continuing education needs? Please be specific. Please do not restrict your needs statements in terms of present formats and availability."

4. Feedback Sheets for both Participants and Observers - available upon request.

5. Supplementary question: "Why are your needs unmet?" -- or, "What problems do you face in satisfying your learning needs?"

2. General Comments on Workshops

With respect to the practical problems of setting up a workshop in the field, getting a group together, etc. there would appear to be very few, if any. Of the four workshops,including the pre-test, three were incorporated into previously scheduled regular meetings of the group in question. Only one of the workshops was independently scheduled. Many groups hold regular meetings and are often looking for program ideas. The school librarians group; for example, would have welcomed the NGT workshop as a program item, but contacts were unfortunately made too late in the school year to the agenda for their

remaining meeting was full and the project schedule precluded a Fall workshop. Thus, timing is a major consideration in setting up the workshops. The pilot project undoubtedly suffers by not having needs statements from school librarians and it is hoped that they will be included in future needs assessment workshops.

Two of the groups were not strictly homogeneous; e.g., the pre-test group and the Georgian Bay Regional Library System (GBRLS) group. In the case of the pre-test, the criteria of homogeneity was purposefully relaxed in order to get a group together on short notice. This did not noticeably affect the functioning of the group since the chief librarians involved were from medium-sized public libraries and all participants seemed to have similar areas of concern. In the case of the GBRLS group, the participants were defined by the normal make-up of the regular meeting. Again, the chief librarian in question represented a small public library system and the functioning of the group was not impaired. However, in future, more effort might be made to ensure homogeneity and, if regularly scheduled meetings of established groups are being employed, the composition of the group should be thoroughly investigated beforehand.

The potential problems of distance, expense and widely dispersed potential participants were avoided in the pilot since the only workshop held outside Metropolitan Toronto and vicinity took place in Barrie. While it may not be possible to entirely overcome these problems when eliciting input from Northern Ontario, etc. they might be considerably reduced by training locally based facilitators, making use of Conference time or using the Delphi process, which is a questionnaire process similar to NGT.

3. Needs Assessment Workshops

Needs assessment workshops were conducted with following groups:

a) Community College Group - March 13, 1981

The six community college librarians all worked in campus libraries in the Metropolitan Toronto area. They were either the only librarian or one of two librarians in the campus library. All had supervisory responsibility, as well as selection and information service responsibilities.

b) Georgian Bay Regional Library System Group - March 29, 1981

This group consisted of seven public service librarians responsible for information, selection and some supervision. One of the participants was a chief librarian. The libraries represented were small and medium-sized public libraries. While Georgian Bay is not northern Ontario, it will be seen that the needs statements of this group differ sharply from those of the CORLS group.

c) North York Public Library Group - April 10, 1981

This group consisted of seven area librarians, each responsible for a large district branch and its community branches. Thus, they had functions related primarily to developmental planning, budgeting and personnel management.

In each workshop the feedback sheets were filled out, thus supplying more information on how to improve the workshops. This information has been incorporated into a revised Training Manual.

In each workshop the question concerning the reasons for unmet needs was put and the responses are reproduced verbatim in the Appendix.

The participants were given a handout on NGT at the end of the workshop. This outline is included in the Appendix.

A summary of the needs statements was sent to the participants following the workshops. These summaries are included in the Appendix.

NGT as a Needs Analysis Tool

Any needs analysis tool should ensure that all members of the group feel free to express their ideas without fear of criticism. All problem-solving methods separate the production of ideas from the evaluation of ideas in order to avoid premature, idea-killing criticism. The Nominal Group Technique satisfies both of these criteria.

NGT separates idea-generation from idea-evaluation, but is unique in that, while it is a face-to-face group process, three of its four steps are 'nominal' rather than interactive. The term 'nominal' refers to the fact that, while the participants are present in a group, they work independently as individuals. The NGT steps are as follows (Delbecq, 1975):

Silent Generation of Ideas in Writing - in which each individual records his/her ideas independently in response to a question;

Round-Robin Recording of Ideas - in which each member, in turn, is asked for one idea at a time and the ideas are recorded on a flip chart visible to the group - both steps one and two serve to separate the generation of ideas from the evaluation of ideas;

Serial Discussion - in which the participants interact to discuss each idea in turn, clarifying and eliminating misunderstanding; and

Voting on Item Importance - in which a mathematical voting procedure is employed to allow each member's individual judgments to influence the group decision.

The structure and the nominal aspects of NGT are designed to ensure equality of participation. Each individual generates his/her own ideas and makes his/her own judgments. Argumentation is allowed in "Serial Discussion," but is strictly controlled by moving the group on to the next item once both sides of a question have been aired. The purpose of "Serial Discussion" is to clarify each item so that everyone understands it the same way and can therefore vote on it accurately, not to settle arguments.

A more detailed outline appears in the Appendix.

An NGT group is a structured small group setting which provides for the basics of good problem-solving within a two-hour workshop. NGT can be easily and quickly learned by the facilitator who can effectively lead a group after one training session, does not require extensive orientation of the participants and is readily accepted by the participants, being much closer in style to a conventional meeting than some of the more "radical" problem-solving methods.

As the facilitator becomes more experienced in using the technique he/she will then be able to deal with such problems as eliciting specific needs statements. It is important to continually ask the group to list examples, critical incidents, or descriptions of behaviour; for example, "poor communication" might become "insufficient information about the relative cost of different circulation systems." Even when the meaning of a general item seems perfectly obvious, it is advisable to ask for examples to be sure each member of the group understands the item in the same way since if they do not the voting will not be accurate.

The other major process point is that the group's acceptance of the structured format and the achievement of a participative, non-manipulative atmosphere will be greatly enhanced if the facilitator is open at all times about what is happening and why. The steps of the process and their rationale should be outlined at the beginning of the workshop. It should be explained that interventions by the facilitator may be necessary to achieve the goals of the process; for example, separation of idea generation and idea evaluation. It should be emphasized that there will be adequate time for discussion. One should continue to explain and share the process throughout the workshop. This involves providing clear instructions, defining the group norms of NGT and responding to requests for process clarification. One should also respond flexibly to group needs within the limits of NGT, since this will enhance participation. However, intellectual discussion or defense of NGT should be avoided since this will interfere with the NGT process and decrease its effectiveness in helping the group to achieve a satisfactory conclusion to the meeting.

Other points concerning the implementation of NGT are outlined in the Training Manual which is available upon request. It should also be emphasized that many of the points in the Training Manual are the result of doing the workshops and asking participants to fill out the feedback sheets. In fact, so much relevant and useful information about the process is produced in this way that it becomes impossible to implement all the suggestions at once and priorities have to be established.

In short, the Nominal Group Technique is an eminently workable and useful needs analysis tool which can be easily and quickly learned by the facilitator and which is readily accepted by the participants. Some participant comments on NGT from the Spring workshops follow:

1. "I liked the process very much, chiefly because it moved more rapidly and consistently forward than most such workshops do."

2. "It is an enjoyable process and I suspect that in actual process it may do much to eliminate the aggressive bullying and off-the-topic nonsense that goes on in most meetings."

3. "I felt very confident, and I think others did too, that we could actually produce some useful results in a very general area. In a normal group meeting discussion, I would have been worrying about how to effect some consensus from unrelated comments."

4. "There is no pressure and since ideas are expressed in this way quieter members of the group aren't frustrated by the more aggressive members."

5. "I found the technique very effective in eliciting information and attaining the goals."

6. "Technique could be used in many levels of staff training to achieve a consensus of opinion."

7. " Process was interesting and could be applied in many situations."

Analysis of
Conference Workshops & Needs Statements

1. Introduction

Ontario Library Association Annual Conference workshops for the last four years plus the 1981 Annual Conference were classified into general interest areas. The needs statements derived from the needs assessment workshops were likewise classified. While it is recognized that the comparison of past workshops and present needs statements bears no direct relationship to the relevancy of past workshops at the time they were given and that the needs statements presented here do not represent the entire range of interest areas for librarians, it is, nevertheless, a useful and instructive exercise.

2. Classification

Where a workshop or needs statement was limited to administration, public services or support services it was classified in one of these areas. Each workshop or needs statement was classified according to the investigator's interpretation of the intent of the workshop or needs statement within the

framework of the classification. Thus specific topics; such as, literacy, can be found in several places according to the point of view of the workshop; e.g., planning, information, etc. They may also be found under General Librarianship where the workshop was not limited to any one of the other areas.

The category "B. 1. Board & Overall Organization" includes the general relationship between administration and labour, including unions.

The category "B. 3. Budgeting & Financial Planning" includes politics and lobbying since such activities are primarily concerned with obtaining financial support.

Many specific topics are split between "C. 2. Information" and "D. 2. Selection" depending on the intent of the workshops.

"D. 4. New Technology" is limited to hardware. Workshops dealing with the impact of technology, the information uses of technology are classified elsewhere.

All conference workshops and pre-conference workshops were classified. Meetings of committees, library visits, etc. were excluded.

It is recognized that the workshops of the Annual Conferences are not the only continuing education opportunities offered by OLA and its Divisions, Committees and Guilds. In future, it would be useful to include such extra-Conference opportunities in an analysis.

3. Conference Workshops & Needs Statements: Table I

For each needs assessment group the number of needs statements (St) and total rank vote or weight (Wt) for the needs statements in that category are given. The rank votes for each category can then be compared with the total rank vote for all categories within that group to give some indication of relative importance. The number of participants in each group was as follows: Central Ontario Regional Library System (6); North York Public Library (7); Georgian Bay Regional Library System (7); and the Community College group (6).

(Note that the total rank vote for the community college group is considerably higher than for the other groups. This is because the community college participants were asked to rank their top seven priorities, whereas other participants were asked to rank only their top five priorities. The community college group was asked to do this because of the large number of needs statements it generated. While this adversely affects comparability across groups, it should be stressed that these figures are not presented as being quantitatively significant, but merely as indicators of interest groupings, gaps and areas worth more detailed consideration.)

CONFERENCES WORKSHOPS & NEEDS STATEMENTS I

	Conferences						Needs Statements							
							CORLS		NYPL		GBRLS		CAAT	
	77	78	79	80	81	Tot.	St	Wt	St	Wt	St	Wt	St	Wt
A. Libraries & Librarianship														
1. General	1	4	4	6	4	19	1	6	5	10			4	20
2. Libraries	1	2	1		1	5					1	-		
3. Education & Research	1		1	2	1	5			1	1	1	-		
4. Careers		1	1		4	6								
Subtotal	3	7	7	8	10	35	1	6	6	11	2	-	4	20
B. Administration														
1. Board, overall org'n.	4	3		3	3	13			1	-	2	9	3	20
2. Planning	2	1	3	5		11	1	9	3	12	2	8	1	1
3. Budgeting, finance		5	2	1	1	9			5	7	4	17	1	-
4. Personnel management	3	5	4	3	1	16	6	28	8	46	3	6	2	16
Subtotal	9	14	9	12	5	49	7	37	17	65	11	40	7	37
C. Public Services														
1. General	4	5	4	1	11	25					1	-		
2. Information	1	5	4	2	3	15			1	3	3	11	5	36
3. Advisory, instruction	3	2	2	10		17	1	3					2	3
4. Programming	3	8	3	3	2	19								
5. Audio-visual	1	3	2	3	2	11							2	2
6. Extension, community	1	3	2		1	7	2	11	2	-			2	5
Subtotal	13	26	17	19	19	94	3	14	3	3	4	11	11	46
D. Support Services														
1. General					2	2					1	-		
2. Selection	2	5	5	3	1	16	1	2			3	24	6	29
3. Technical Services	2	5	1	4		12					1	-	2	-
4. New Technology		1	4	4	1	10	1	12	3	18	1	9	3	24
5. Systems, networks	1	3	2	1		7			1	-	3	13	2	8
6. Measurement, eval'n.			1	4		5	4	18	2	7	1	1	2	1
7. Promotion	1	1		2	1	5			1	1				
8. Buildings		2	1	1	2	6							1	3
Subtotal	6	17	14	19	7	63	6	32	7	26	10	47	16	65
D. Other														
1. Authors, publishers	2		1		2	5								
2. Institutions, etc.		1				1								
3. Government					1	1								
Subtotal	2	1	1		3	7								
Total	33	65	48	58	44	248	17	89	33	105	27	98	38	168

4. Conference Workshops & Needs Statements: Table II

Conference workshop titles are listed with, in some cases, a brief description for clarification. Each workshop title is accompanied by the year of the conference and the page number of the conference program; e.g., 77.35 = 1977, p. 35. In the case of the 1981 Conference the page number refers to the registration brochure.

The needs statements are given verbatim. The figures represent rank votes and the number of participants voting for the item; e.g., NYPL 3/2 means two people in the NYPL group voted for this item giving it a total rank vote, or weight of three. In the case of the CORLS group the single figure represents the rank vote, the number of participants voting for each item not being available. It is important to note that those needs statements not receiving any votes are still worthy of attention. The groups produced anywhere from 17 to 38 needs statements each, but were asked to choose only five or seven which had priority for them at the time. Thus, the fact that a needs statement received no votes in no way means that it was not perceived as important. On the other hand, the weightings attached to the needs statements do indicate present priorities and can be used as indicators of relative importance when comparing needs statements with conference workshops offered in the past; for example, it will be noted that while two groups emphasized staff training only one workshop has been offered in the past five years.

CONFERENCE WORKSHOPS & NEEDS STATEMENTS II

	Conference Workshops	Needs Statements
A. Libraries & Librarianship		
1. General	Action - Interaction Discussion of the Minster's Report and the Robarts' Report. 77.35	Industrial techniques applied to libraries; e.g., staff training and marketing. CORLS 6
	OPLAC - Entering the 80's Discussion of OPLAC's Long Range Planning Task Force Papers. 80.9	Idea pool of experimental projects to include why, how and to what effect the projects were implemented. NYPL 3/2
	United We Stand: The Future of the Small Public Library 80.12	Future directions for public libraries; e.g., impact of leisure, technology, schools, etc. NYPL 3/1
	Libraries Celebrate the Individual Laurier La Pierre on early childhood education and "To Herald a Child" 81.7	Library development across the country and across the continent. NYPL -/-
	Public Libraries .rogramme Review 81.10	Relationship between librarianship and information processing. CAAT 2/1
(adult education)		Adult education; e.g., the role of the public library. NYPL -/-
(censorship & intellectual freedom)	OLA Intellectual Freedom Preconference Workshop. 78.14	
	Censorship: No 79.21	
	You and the Reactionary Public-- "Maudie and me and the Dirty Book" 81.11	

CONFERENCE WORKSHOPS & NEEDS STATEMENTS II

	Conference Workshops	Needs Statements
(censorship)	Sexist Violence: Should It Be Censored? 81.10	
(community information services)	Community Information Services & Public Libraries Part 1 78.18 Part 2 78.20 Part 3 78.23	
(futurology)		Futurology with relation to libraries CAAT 2/1
(law)		Current legal developments affecting library service; e.g., censorship, labour law, family law. NYPL 4/1 The law and how it affects libraries and librarians; e.g., copyright, fines, stop & seizure, property damage, assault. CAAT 5/1
(literacy)	How Literate Are You About Literacy? 78/29 It's No Longer a Secret: Adult Illiteracy Revealed. 79/14	
(politics)	Politics: Being Politically Aware. 79.12	
(technicians)		Role of library technicians. CAAT 11/2

CONFERENCE WORKSHOPS & NEEDS STATEMENTS II

	Conference Workshops	Needs Statements
(technology)	Microforms in Libraries. 79.9	
	Training for Automation. Various kinds of training on the management and conceptual levels. 80.16	
	Easing into Automation. Coping with fear of automation. 80.13	
	Information Society: Social Change and Technological Invention. 80.17	
	The Social and Economic Consequences of Technology. 80.15	
A. 2. Libraries	The National Library of Canada 77.40	Different types of libraries and their administration. GBRLS -/-
	What Can We Do For You? National Library of Canada 78.31	
	Libraries: Ontario's Missing History 78.30	
	New Directions in the Legislative Library of Ontario 79.13	
	Special Library Services and Operations. 81.12	

CONFERENCE WORKSHOPS & NEEDS STATEMENTS II

	Conference Workshops	Needs Statements
A. 3. Education & Research	The Search for a Scientific Profession: Library Science Education in the United States and Canada. 77.36	Updating courses for people returning to the field; e.g., a survey of the last five years. NYPL 1/1
	Skills: Library Education for the 80's 79.12	Refresher courses in basic library skills. GBRLS -/-
	Research Studies in Children's Librarianship. 80.14	
	The Uncertified Librarian. 80.16	
	Library Education: How Well Prepared is the Librarian of the Eighties. 81.9	
A. 4. Careers	Alternative Careers for Library Technicians. 78.41	
	Refer Yourself to Your Next Job: Techniques of a Job Search for Library Technicians. 79.27	
	Status of Academic Librarians in Ontario. 81.9	
	How to Cope with Change, Part 1: Change--Will You Chance It or Choose It? 81.11	
	How to Cope with Change, Part 2: Adjustment or Replacement. 81.11	

CONFERENCE WORKSHOPS & NEEDS STATEMENTS II

	Conference Workshops	Needs Statements
	How to Cope with Change, Part 3: How to Get a Fix on Your Future. 81.13.	
B. Administration		
1. Board & Overall Organization	Library Management Skills 4: How to Become a Chief Librarian. 77.34	How to influence the continuing education of trustees. GBRLS 8/3
	Abolish Library Boards? 78.20	Convincing boards of the need to facilitate the continuing education of all library staff. GBRLS 1/1
	The Trustee and the Municipal Council 78.19	Professional standing in college system; e.g., the role of the library in the college system. CAAT 6/2
	The Trustee and the Librarian 78.19	
	Roles, Responsibilities and Rights of Trustees 80.13	
	Trustee Associations--Alternatives to Consider 81.12	
	Administration for Small Public Libraries 81.13	
	New Horizons in Library Trusteeship Roles & responsibilites. 81.7	
(faculty status)		Faculty status. CAAT -/-

CONFERENCE WORKSHOPS & NEEDS STATEMENTS II

	Conference Workshops		Needs Statements
B. 1. Boards (cont'd)			
(labour & unions)	Organizing a Union	77.39	Experience in negotiating with unions. NYPL -/-
	Management under a Union Contract	77.26	
	Labour Relations and Legislation	77.25	Union-management relations. CAAT 14/3
	Library Staff Rights	80.14	
	The Power of Organization	80.14	
B. 2. Planning	The Library Staff and the Public	78.20	Planning for future with library boards. CORLS 9
	Management: Managing in the 1980's	79.12	Five-year and ten-year plans; e.g., how to set goals and objectives. NYPL 11/4
	A Round Table Discussion of Children's Rights in a Public Library	80.12	Presenting development proposals to library boards. GBRLS 2/1
	School Administration, School Politics, Library Survival--Time of Reckoning	80.12	
(consultants)	How to Use Consultants Effectively	79.21	
(decisions & goals)	Library Management Skills 3: For Senior Managers	77.30	How to clarify objectives of a job area & pursue them. GBRLS 6/2

CONFERENCE WORKSHOPS & NEEDS STATEMENTS II

	Conference Workshops	Needs Statements
B. 2. Planning (cont'd)		
(French language)	The Desjardins Report French-Language Services in the Ontario Public Libraries. 80.18	
(literacy)	Where Were You When I Needed You, I Can't Read and You Didn't Understand. An expose of libraries and literacy and why more should be done. 77.23	
(multicultural)	Cultures in Contact: A Provincial Perspective. 80.15	
(problem-solving)	Stretch Your Imagination: An Exercise in Creative Problem-Solving. (pre-conference) 79.9	Lateral thinking; e.g., de Bono. NYPL 1/1
(systems analysis)		Systems study; e.g., symbolic representation of activities, flow charting. NYPL -/- Library system analysis & design; e.g., computers. CAAT 1/1
(user fees)	User Fees and Alternatives. 80.16	

CONFERENCE WORKSHOPS & NEEDS STATEMENTS II

	Conference Workshops	Needs Statements
B. 3. Budgeting & Financial Planning	Zero Based Budgeting: An OPLA PreConference Program. 78.14	Flexibility in budgetary planning; e.g., reducing programs in general rather than cutting one or two programs. NYPL -/-
	Budgeting for Libraries in Academic Institutions. 78.34	Short-term, long-term financial planning. NYPL 7/2
	Budgets and the Secondary School Librarian. 78.30	International economic developments that might affect libraries; e.g., U.S. income tax re backlist, postal rates for books and magazines. NYPL -/-
	Allocation & Accountability of Public Funds. 81.9	Better understanding of library financing; e.g., sources. GBRLS 11/4
		More information on library budgeting. GBRLS 5/2
		Budgeting: Theory & Practice. CAAT -/-
		Cost effectiveness skills. NYPL -/-
(grants)	Grants Reform: Or Deconditionalization? 78.23	Information on grants. GBRLS 1/1
	Grants and Gifts. 79.13	
(on-line reference)		On-line reference costs. GBRLS -/-
(politics)	Lobbying for Libraries. 78.25	How to work through political groups; e.g., working in a political framework. NYPL -/-
	Politics: Influencing Politicians, Or The Art of Lobbying. 79.20	

CONFERENCE WORKSHOPS & NEEDS STATEMENTS II

	Conference Workshops	Needs Statements
B. 3. Budgeting (cont'd)		
(politics)	The Politics of Literacy. How to lobby, how to obtain funds, etc. 80.16	
B. 4. Personnel Management	Library Management Skills 1: For Senior Clerks & Library Technicians. 77.24	Management knowledge. CORLS -
		Management skills CORLS 18
	The Librarian and the Staff. 78.20	Personnel management CORLS 3
	Management: Management Styles, A Contingency Plan 79.20	How to improve managerial effectiveness; i.e., how to use management techniques to maximize one's own potential. NYPL 22/5
	Skills for Small Public Libraries Personal Relationships and the small Public Library. 79.20	Ongoing and frequent evaluation of management techniques in service industries; e.g., specific follow-up information. NYPL 1/1
	A Practical Approach to Personnel Supervision in Children's Services. 80.15	Supervision of staff & personnel problems (both support staff & professional staff) CAAT 6/1
(community relations)	Library Management Skills 2: For Department Heads & Branch Heads Planning involvement in a community. 77.25	

CONFERENCE WORKSHOPS & NEEDS STATEMENTS II

	Conference Workshops		Needs Statements	
B. 4. Personnel (cont'd)				
(communication)			Communication techniques (psychology); e.g., listening skills.	CAAT 10/2
(flexible time)			Seminar on flexible time.	GBRLS -/-
(hiring)	Picking the Person	81.14		
(interviewing)			Interviewing techniques; e.g., hiring, evaluation.	NYPL 7/3
(job appraisals)			Job appraisals.	CORLS 4
(labour, unions)	Library Staffs Working under a Union Contract.	77.30		
(motivation)	Motivation: An Essential Element of Supervision	78.29		
(negotiating)			Negotiating skills.	NYPL 4/1
(report writing)			Report writing.	NYPL -/-
(staff evaluation)	Rating Jobs and People.	79.26	Staff evaluation techniques.	NYPL 5/2
(staff training)	Public Service Training: Inside Out	78.23	How to implement ongoing, on-the-job staff training.	NYPL 7/2
			Training of non-professional for public service.	GBRLS 6/2
			How to train first time supervisors.	GBRLS -/-

CONFERENCE WORKSHOPS & NEEDS STATEMENTS II

	Conference Workshops		Needs Statements	
B. 4. Personnel (cont'd)				
(stress)	Interpersonal Stress.	78.23	Coping with stressful situations at work.	CORLS 1
	Interpersonal Stress in the Work Situation.	79.13		
(time management)	Time Management Skills in the University Library.	80.15	Time management.	CORLS 2
			Time management techniques.	NYPL -
	Time Management Skills for School Libraries.	80.13		
(volunteers)	Volunteers and Library Service.	78.35		

CONFERENCE WORKSHOPS & NEEDS STATEMENTS II

	Conference Workshops	Needs Statements
C. Public Services		
1. General	Deviants in the Library: How to Cope. 80.12	Problem patrons; e.g., vagrants. GBRLS -/-
	Public Service Use of Cataloguing Data Bases. 81.7	
	The Puppet Show A satire about people and their attitudes towards children's work. 77.26	
	The Supervision and Management of Children's Services: A Practical Point of View. 79.14	
(Caribbean)	Caribbean cultural awareness--expanding the library programme to include the child from a Caribbean cultural background. 81.10	
(disabled)	The Disabled and You--Getting It Together (pre-conference) 81.4	
(disturbed)	Integrating the Disturbed and the Disturbing Child into the Library Programme.	
(French)	Dialogue sur les Services Francais 78.30	
	Francophone Library Services 79.14	

CONFERENCE WORKSHOPS & NEEDS STATEMENTS II

	Conference Workshops	Needs Statements
C. 1. General (cont'd)		
(French)	French Materials in Immersion Programs 80.13	
(gifted)	Role of the Librarian in Relation to the Gifted Child. 81.13	
(literacy)	It's No Longer a Secret: Adult Illiteracy Addressed Ideas for library literacy responses. 79.14	
	Literacy Programs in LIbraries. 80.16	
	Library Programmes Lead to Literacy 81.12	
	Literacy at the Crossroads--Your Move. 81.11	
(marriage breakdown)	Marriage Breakdown--How it Affects Students. 81.13	
(micro-computers)	Micro-computers: Hands on with Kids: A Logical Progression for Libraries. 81.10	
(multicultural)	The Canadian Mosaic: Raising the Consciousness Level of the Anglo-Saxon Majority. 77.39	

CONFERENCE WORKSHOPS & NEEDS STATEMENTS II

	Conference Workshops	Needs Statements
C. 1. General (cont'd)		
(multicultural)	Your Library and the New Canadians in the Community. 81.14	
(native peoples)	Library Resources for Native Peoples. 78.41	
	Library Services to Native Peoples: A Sample of Approaches. 79.26	
(science fiction)	New Directions in Science Fiction 78.34	
(slow learner)	Encouraging the Slow Learner to Become a Regular Library Patron. 81.13	
(toys)	Toy Lending in the Library. 78.21	
	A Toy Library: What it is, How it Works, Who Needs it? 80.17	
(young adults)	Public Library Services for Young People: An Overview. 77.39	
	The Detective Novel: A Genre Approach in Young Adult Recreational Reading. 78.34	

CONFERENCE WORKSHOPS & NEEDS STATEMENTS II

	Conference Workshops	Needs Statements
C. 2. Information	Advances in Bibliographic Control. 78.30	Specific information on specialized library information & service. NYPL 3/1
	Advances in Bibliographic Control. 78.18	Reference public relations. GBRLS -/-
	Advances in Bibliographic Control. 78.28	Specialized subject searching skills; e.g., legal CAAT 7/1
	Those Who Control Information Control. 78.25	Minicourses in subject fields with regard to reference. CAAT -/-
	Reference Service of the Future. 78.24	Current awareness of new materials; e.g., census, AACR2, etc. CAAT 8/2
(disadvantaged)	Consumer Information for the Disadvantaged. 81.13	
(gov't. docs.)		Use of government documents. CAAT 5/1
(law)	Law for the Non-Specialist. 79.12	Legal reference: resources & limits. GBRLS -/-
	Legal Information Sources for School Libraries. 80.15	
(local history)	Local History Collections: Part 1 Use of local history materials from the point of view of a historian. 77.24	
(mentally handicapped)	Library Resources for and about the Mentally Handicapped. 81.7	

CONFERENCE WORKSHOPS & NEEDS STATEMENTS II

	Conference Workshops	Needs Statements
C. 2. Information (cont'd)		
(on-line reference)	Automated Information Retrieval. 79.14	Hands-on experience with on-line reference. GBRLS 11/3
	Automated Information Retrieval. 79.13	Computer reference. CAAT 16/3
(periodicals)	Periodicals in School Libraries: Is the Investment Worth It? 80.13	
(science)	Science Reference Materials. 81.14	
(technicians)	Skills: Library Technicians in Reference. 79.20	
C. 3. Advisory & Instructional	Public Library Service for Children: Reading Promotional Programmes. 77.35	
	Canadian Materials in the Elementary English Programme. 77.30	
	Helping Children to Read. 78.18	
	Library Support for Curriculum Units. 80.13	
	College and University Librarians: Playing a Vital Role in the Curriculum Process. 80.13	

CONFERENCE WORKSHOPS & NEEDS STATEMENTS II

	Conference Workshops	Needs Statements
C. 3. Advisory (cont'd)	Animation pour les Adultes: Comment? Pourquoi? 80.13	
	Firing the Mind of the Intelligent Student: Nurturing Reading and Writing. 80.15	
(adult education)		Literary/adult education for Canadians and new-Canadians. CORLS 3
(audio-visual)	Mediate Teachers are more Immediate. 80.12	
(business)	Library Projects in Business Education. 80.13	
(comic strips)	Vivre avec la Bande Dessinee. 80.16	
(orientation)		Library orientation methods. CAAT 3/1
(research)	Take 45: Research Skills in the Elementary School. 79.12	
	The Research Essay: School Librarians to the Rescue. 80.15	
	Research Skills. 80.12	
(reviewing)	Reviewing: New and Recurring Themes. 77.35	
(science fiction)	Science Fiction and the Curriculum. 79.13	

CONFERENCE WORKSHOPS & NEEDS STATEMENTS II

	Conference Workshops		Needs Statements	
C. 3. Advisory (cont'd)				
(teaching)			Teaching skills.	CAAT -/-
(young adult)	Where the Boys Are.	78.19		
	The Young Adult Novel.	80.15		
C. 4. Programming	Rationale for Programming in Public Libraries. (pre-conference)	77.20		
	Library Program Management.	78.34		
	A Pox on Bunny Rabbits and Reindeer: Seasonal Folklore and Children's Programming, Its Significance and Use.	78.41		
	Ministry of Culture and Recreation, Field Services Branch: What Do They Do? How Can They Help?	78.25		
	Children's Programming in a Public Library.	78.20		
	Using Community Resources in Library Programming.	80.17		
	Characters I Have Met.	80.12		

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CONFERENCE WORKSHOPS & NEEDS STATEMENTS II

	Conference Workshops		Needs Statements
C. 4. Programming (cont'd)			
(French)	Programming en Francais.	78.41	
	Before Illiteracy. (pre-conference) E.g., story telling, dramatics.	79.9	
(mentally retarded)	Public Library Services for Children: Programmes for Mentally Retarded Children.	77.34	
(picture books)	Creative Responses to Picture Books.	79.12	
(puppetry)	Script-Writing for Puppet Plays.	78.29	
	Puppetry with Disabled Children.	81.10	
(story telling)	Stories for the Very Young.	79.13	
	Story Telling: A Practical Introduction.	80.13	
	Children Telling Stories.	81.14	
(television)	The Library and the Prime Time User.	78.41	

CONFERENCE WORKSHOPS & NEEDS STATEMENTS II

	Conference Workshops		Needs Statements	
C. 4. Programming (cont'd)				
(young adults)	Public Library Services for Young People: Programme Ideas.	77.25		
	Young Adult Programming.	78.31		
C. 5. Audio-Visual	Media in Libraries: Innovative Use of Video.	77.35	Audio-visual selection & organization techniques.	CAAT 2/1
	Resource Services for Canadian Schools: Perspectives & Implications	78.18	Familiarization with mechanics & applications of audio-visual equipment & systems.	CAAT -/-
	Sights and Sounds: Oral and Visual History.	78.42		
	Sights and Sounds: Samples of Oral and Visual History.	78.21		
	Ontario Films for Ontario Libraries.	79.27		
	Non Book Book Talks.	79.27		
	Decision-Making and the New Technology. (pre-conference)	80.9		
	Talking Book Services in the Public Library.	80.12		

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CONFERENCE WORKSHOPS & NEEDS STATEMENTS II

	Conference Workshops	Needs Statements
C. 5. Audio-Visual (cont'd)	Headliners--A Film Program--Ontario Film Association. 80.17	
	Animation audio-visuelle. 81.12	
	Using Films in Public Library Community Information Programmes (pre-conference) 81.4	
C. 6. Extension & Community Relations	Co-Operative Use of Community Resources. 78.20	Communication with community. CORLS 10
	Mobile Library Services 78.	Establishing communication with community via an "image." CORLS 1
	The Radio Reading Service (A Bullrushes, Unlimited Production) 78.31	Public relations techniques; public and political NYPL -/-
	Small Public Libraries: Making a Presentation. 79.26	Working with community groups; e.g., to gain knowledge of the community and be responsive to needs. NYPL -/-
	Visiting Library Services. 79.21	Public relations (including marketing) CAAT 5/1
	Person to Person: Library Services to Individuals on Institutional Settings. 81.12	New ideas for eliciting faculty participation. CAAT -/-

CONFERENCE WORKSHOPS & NEEDS STATEMENTS II

	Conference Workshops	Needs Statements
D. Support Services		
1 General	Planning for Preservation. 81.12	Rare book management. GBRLS -/-
	Protecting Our Collections: Security Measures for Public Libraries. 81.12	
2. Selection	Public Library Services for Children: Canadian Materials for Children. Children's Book Centre, National Library 77.23	Regular surveys of recent developments in subjects. GBRLS 6/2
	Canadian Children's Books. 78.23	Use of community resources in developing subject collections. GBRLS 9/2
	Skills: Developing Areas of Specialization in Collections. 79.20	Selection of print materials & organization of in-house library files. CAAT -/-
	Collection Development. 80.12	Development of subject expertise. CAAT 5/2
(energy)	Energy Resources for School Libraries. 80.12	
(government documents)	Government Documents--Policy & Procedure Problems. 78.23	
	The Acquisition, Organization and Structure of Government Documents Collections. 79.12	
	Ontario Parliamentary Papers. 79.21	

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CONFERENCE WORKSHOPS & NEEDS STATEMENTS II

	Conference Workshops		Needs Statements	
D. 2. Selection (cont'd)				
(languages)			Language books.	CORLS 2
(law)			Legal literature.	CAAT 12/2
(local history)	Local History Collections: Part 2 Special types of materials.	77.34		
	Local Records: A Key to History.	78.21		
	Municipal Records.	78.18		
	Local History.	79.26		
(native peoples)	About Native People--Selecting Materials for Children.	80.16		
(science)	Science: The Books to Back up the Programme.	81.14	Science & technology--collection building for the non-scientist.	CAAT 10/2
(weeding)	Collections Evaluation and Weeding.	78.25	Collection weeding.	CAAT 2/1
	SKills: Weeding Workshop.	79.20	Weeding & discarding.	GBRLS 9/2

CONFERENCE WORKSHOPS & NEEDS STATEMENTS II

	Conference Workshops		Needs Statements	
D. 3. Technical Services	Closing the Card Catalogue.	77.43	Cataloguing backlogs?	GBRLS -/-
	I Still Believe in Detail: A Workshop on the New AACR/ISBD Cataloguing Rules.	77.24	Serials management.	CAAT -/-
	Precis Indexing.	78.29	Updating cataloguing skills.	CAAT -/-
	Automated Catalogues: COM and After.	78.20		
	Browsing and not Quality of Indexing Provide Relevancy.	78.23		
	Conservation and Restoration: A Library Flood Experience.	78.25		
	Advances in Bibliographic Control.	78.20		
	What About the Anglo-American Cataloguing Rules, 2d. Edition?	79.26		
	Serials Cancellation/Serials Cooperation.	80.13		
	UTLAS User's Exchange.	80.14		
	Are You Converted? The Views and Experiences of Librarians Involved in Retrospective Conversion.	80.14		
	Automation and Technical Services.	80.16		

CONFERENCE WORKSHOPS & NEEDS STATEMENTS II

	Conference Workshops		Needs Statements	
D. 4. New Technology	Automated Information Systems for Small and Multimedia Libraries.	78.28	Applying use of computers to libraries.	CORLS 12
	Mini Computers.	79.13	Technology in the library; e.g., Telidon, minicomputers.	NYPL 13/4
	DOBIS: An Introduction.	79.26	Computer technology applications.	NYPL 5/1
	Understanding E.D.P.ese: A Basic Session in Computer Terminology	79.21	Availability and usability of new library resources & tools; e.g., micromedia.	NYPL -/-
	Telidon Information System.	79.21	Kept up-to-date in computer field.	GBRLS 9/2
	Minicomputers and the Small Public Library--Where Do We Go?	80.18	Need to know technological changes as related to libraries.	CAAT 19/4
	Telidon: A Contemporary Technology in Action.	80.18	Computers--Applications.	CAAT 5/1
	Old Records--New Technology: Local History and the Small Public Library.	80.13	Awareness of new equipment; e.g., Xerox, microform, computer.	CAAT -/-
	Types of Technology.	80.12		
	Plugging In: The Mechanics of Automation. (pre-conference)	81.5		

CONFERENCE WORKSHOPS & NEEDS STATEMENTS II

	Conference Workshops		Needs Statements	
D. 5. Systems, Networks	Public Library Systems and Regionalism in New York State and Ontario.	77.43	Cooperative approaches among library systems; e.g., government publication collections.	NYPL -/-
	Future Network Probabilities for Ontario Libraries.	78.34	Opportunities to see other libraries in operation.	GBRLS 9/3
	The Future of Library Cooperation.	78.18	Work-sharing techniques; e.g., booklists, etc.	GBRLS 4/2
	Regional and Public Library Relationships.	78.24	Exchange with librarians in special libraries.	GBRLS -/-
	Small Public Libraries--We Are Not Alone: Agencies of Assistance to the Staff and Trustees of the Small Public Library.	79.21	Liason with other professional librarians; e.g., exchange of information & ideas.	CAAT 8/2
	It's About Time: School Library/ Public Library Cooperation.	79.21	Opportunities for staff exchanges with personnel in other information centres.	CAAT -/-
	Who We Are and What We Do: Five Panelists Describe the Services Offered by Their Institutions.	80.14		

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CONFERENCE WORKSHOPS & NEEDS STATEMENTS II

	Conference Workshops	Needs Statements
D. 6. Measurement & Evaluation	Beyond the Numbers Game: An Introduction to Qualitative Evaluation. 79.26	Statistics. CORLS -
	Government Sources for Statistics. (pre-conference) 80.9	How to better assess community needs; e.g., surveys & statistics. CORLS 8
	Performance Measurement: Uses and Abuses. 80.12	Survey design; e.g., re users. CORLS 5
	Systematic Strategies for Evaluating School Library Programs. 80.12	Survey methods re non-users. CORLS 5
	What Counts: Basic Statistical Methods for Librarians. 80.15	How to conduct surveys, both staff and public. NYPL -/-
		Evaluation of library service by patrons; e.g., survey methods, interview methods, research methods. NYPL 7/2
		Surveys & questionnaires--how to develop & conduct. GBRLS 1/1
		Survey & questionnaire design. CAAT 1/1
		Statistical analysis techniques. CAAT -/-

CONFERENCE WORKSHOPS & NEEDS STATEMENTS II

	Conference Workshops	Needs Statements
D. 7. Promotion	Media in Public Libraries: Radio and How You Can Use It. 77.39	Marketing of services; e.g., advertising, display, promoting the use of a broad range of resources. NYPL 1/1
	You and Promotion. 78.35	
	How to Promote and Publicize Library Programs. 80.17	
	Program Publicity: Simple Graphics and Display Techniques. 80.16	
	Animation autour du livre/ marketing dans la bibliotheque. 81.11	
D. 8. Buildings	Security Systems: An Inside View. 78.42	Library lay-out & design. CAAT 3/3
	Building and Renovating a Small Public Library. 78.30	
	Renovating Libraries: Toronto Public Library Building Programme 1976-1980. 79.21	
	Interior Design: Arrangements for Maximum Efficiency. 80.15	
	Confrontation or Co-operation: You and Your Architect. 81.11	
	Space Allocation & Planning. 81.10	

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CONFERENCE WORKSHOPS & NEEDS STATEMENTS II

	Conference Workshops		Needs Statements
E. Other			
1. Authors & Publishers	Conversations with Canadian Children's Authors.	77.30	
	Canadian Poets Reading their Works.	77.31	
	Why Write for Children When You Can Write "Real" Books?	79.27	
	Canadian Publishing. (pre-conference)	81.5	
	Small Canadian Presses.	81.14	
2. Institutions etc.	Children's Museum.	78.25	
3. Government	Access to Government Information. Federal & provincial initiatives in the area of information access.	81.10	

5. Comments on Conference Workshops & Needs Statements II

A. Libraries & Librarianship

1. General

The needs statement concerning Industrial Techniques indicates that librarians are looking to apparently unrelated fields for information.

Although needs statements; such as, Idea Pool of Experimental Projects, may seem beyond the scope of OLA, perhaps they should be given a second look. It is possible; for example, that an insert in "Focus" or a guild might provide a clearing house function.

Adult education is an ongoing area of interest, especially in view of the current emphasis on continuing education and lifelong learning. Does the library profession really have a clear idea of the implications of adult education for librarianship and libraries?

Although Futurology is a topic ready made for a guest speaker, perhaps participatory workshops could be designed around it as well. For example, where is the cutting edge in your community and what does it mean in terms of your library's development?

3. Education & Research

Updating Courses provides a good example of the need to try for more specificity in the needs assessment workshops. What is it people really want to be able to do?

B. Administration

1. Board & Overall Organization

The GBRLS statements concerning trustees may indicate a greater need for trustee awareness outside Metro Toronto and thus the need for outreach workshops on such topics as the roles and responsibilities of trustees.

The request for Experience in Negotiating with Unions suggests the possibility of using role-playing and case studies in workshops dealing with unions. It also suggests that potential workshop participants are aware of the importance of learning by doing and that the possibility of including appropriate participatory elements in workshops should always be considered.

2. Planning

The workshops on planning have tended to be either very general or specific to topics such as literacy. Only two workshops have been specific to the "how" of planning; e.g., problem-solving and using consultants. The needs statements concerning the clarification of objectives, lateral thinking, systems analysis and flow charting suggest more workshops on such process elements are needed.

3. Budgeting & Financial Planning

The general concern of the GBRLS librarians with budgeting and finances was unexpected and interesting in view of the fact that their primary responsibilities were for public services. This may indicate that outreach workshops on budgeting, etc. are necessary at varying levels of interest for libraries outside Metro Toronto.

B. Administration (continued)

4. Personnel Management

The large number of needs statements in this area and the weight given to them indicate that there is a wide and continuing need for continuing education here.

It should be noted as well that many needs statements refer to specific aspects of personnel management. While some of the workshops in the past have dealt with specific aspects of personnel management, it is apparent that more such workshops are needed and that care needs to be taken the workshops cover those aspects of personnel management that are most relevant to the current needs of the membership.

C. Public Services

1. General

The lack of needs statements opposite such topics as the Disabled, the Gifted, etc. probably indicate the leadership role that exists for OLA rather than a lack of interest on the part of librarians.

2. Information

The request for Minicourses in Subject Fields was expressed by more than one group and with reference to both materials selection and information services. Conference workshops have offered several sessions on types of materials; such as, government documents and local history, but only one on a subject per se; namely, science. The participants were expressing a need to know the scope and nature of a subject with its schools of thought and points of view, as well as the corresponding bibliography of the subject. Librarians in the community colleges and all but the larger public libraries are responsible for interpreting the information sources on a wide range of subjects, from electronics and computers to social psychology and geography. While undergraduate careers and professional training provide some background in subjects and their bibliographies, this certainly is a prime candidate for continuing education. The implication for conference workshops is that a much wider range of subjects directed at the specific needs of librarians should be covered. Detailed analyses of conference workshops would help to avoid undue concentration in one or two subject areas.

C. Public Services (continued)

3. Advisory & Instructional

The vast majority of conference workshops related to the advisory and instructional function of librarians were convened by school librarians, academic librarians or childrens' librarians. Two needs statements in this area came from the community college group and one from the CORLS group. Lest the instructional function be equated with orientation it is interesting to note that orientation occurs only once in the list of workshops and needs statements. If school librarians had been represented in the needs assessment workshops there would presumably have been more needs statements in this area. Why are public librarians so uninterested in the advisory and instructional function of librarians? What might public librarians be doing in this area particularly in view of the increasing emphasis on adult education? Perhaps this is another area where OLA might take a leadership role.

6. Extension & Community Relations

While the emphasis in the workshops has been on setting up outreach services of various kinds, the needs statements reflect an awareness of a prior need to find out what the community really wants. This impression is reinforced by the heavy emphasis on user and non-user surveys in the Measurement & Evaluation section. It is interesting that in a pilot project to explore means of determining the needs of librarians one of the major findings is that librarians are very concerned with determining the needs of their own communities.

D. Support Services

2. Selection

See "C. 2. Information" for comments on Regular Surveys of Recent Developments in Subjects.

The needs statement concerning Use of Community Resources in Developing Subject Collections reflects an important concept and is not represented anywhere in the workshops, insofar as this can be determined.

3. Technical Services

The paucity of needs statements simply reflects the nature of the groups, although the community college librarians obviously have some cataloguing responsibilities.

4. New Technology

Another example of an ongoing need. Again, it is important to avoid undue repetition so that OLA's limited resources might more effectively cover the actual range of specific needs.

5. Systems, Networks

The concern of the GBRLS and community college librarians with liason, staff exchanges and work sharing techniques provides an opportunity for OLA to take a leadership role. For example, time slots might be set aside in the Conference to facilitate informal get-togethers of people with similar interests. While a formal program would not be necessary, a facilitator might be helpful. Committees and guilds of the Association might also play a role in helping people to achieve these goals.

D. Support Services (continued)

6. Measurement & Evaulation

The emphasis on survey design to determine the needs of the community reinforces the statements made under "C. 6. Extension & Community Relations," and are in contrast to the workshops previously done in this area. Survey design provides an excellent opportunity for a "hands-on" session in which people could actually begin their project, thus learning by doing and helping to bridge the gap between workshop and back home application.

7. Promotion

Graphics, lay-out, etc. again provide a good opportunity for "hands-on" experience. The fact that there is only one needs statement in this area is a bit surprising, although it may reflect the composition of the groups.

Delphi Process

1. Introduction

Since the Delphi questionnaire process was not an integral part of the needs assessment, this report will not deal with it in detail. However, since Delphi does represent another needs assessment technique and since the Delphi material does make some important points it will be dealt with briefly and the data and an outline of the process included in the Appendix.

The Delphi process was initiated to involve OLA programming personnel and to obtain input in the general area of OLA programs. It was intended to use this information; e.g., what would program planners like to know when planning a workshop, in the design of the NGT workshops. However, since it was found necessary to limit the scope of the NGT workshops to basically the one question regarding professional development needs, it was not possible to use the Delphi material in any detailed way except to ask the participants at the end of each workshop what problems they encountered in satisfying their learning needs. The responses to this latter question are included in the Appendix and when they are arranged in the same manner as the Delphi questionnaire items it can be readily seen that the reasons participants gave for their needs being unmet are closely related to the concerns of the program planners.

2. Implementation of Delphi

The Delphi process is a series of questionnaires which attempts to achieve dialogue among the participants, although they cannot actually talk to each other as in an interactive group setting. Participants selected were the program planners for the 1980 Annual Conference, the program planners for the 1981 Annual Conference, three members of the University of Toronto's Faculty of Library Science faculty and a program planner from the University of Toronto's School of Continuing Studies. These nineteen people were recruited for the project by personal telephone calls.

The first questionnaire consisted of one very general question: "Please indicate what information would help you as a decision-maker in OLA's professional development program, to plan OLA's future response to the professional development needs of the Ontario library community. Please cite specific examples of the kind of response to a needs assessment question that you would find useful in your program planning." Thirteen replies were received.

Questionnaire #2 was sent to those replying to Questionnaire #1 and consisted of a collation of the items in response to Questionnaire #1. Also, participants were asked to comment, agree, disagree, ask for clarification and do a preliminary priority ranking of the items. Thirteen replies were received.

Questionnaire #3 collated the comments from Questionnaire #2, responded to the requests for clarification, requested further comments and a final ranking of priorities. Twelve replies were received.

3. Comments on the Delphi Process

Delphi does provide an alternative needs assessment tool, but some cautions are in order.

Delbecq (1975) suggests that at least 45 days days be allowed for the Delphi process. The Delphi process carried out for this study took three months. This time period might be shortened by adopting a stricter approach to the questionnaire deadlines, although this might result in losing more participants. On the other hand, too long a time lag between questionnaires might damage the credibility of the process. Delphi requires high individual motivation on the part of the participants.

Reminder letters are definitely necessary and should be sent out promptly, even at the risk of their crossing replies in the mail.

There was some confusion over voting procedures in the process and these were difficult to deal with in writing.

Delphi is a questionnaire process and therefore not truly interactive. It was difficult to know what to make of some comments without the benefit of face-to-face clarification. This problem could be rectified by making telephone calls to participants as necessary.

In translating participants' statements and collating them into a manageable and readable list of items for subsequent questionnaires, it was very easy to misinterpret or ignore points made by participants. It is important therefore to work with a committee when doing Delphi in order to have the benefit of more than one viewpoint.

The Appendix includes a comparison of Nominal Group and Delphi as methods of collecting information.

4. Comments on "Educational Methods" Item

One of the most controversial items from Questionnaire #1 was: "The needs and preferences of the learner regarding educational methods must be determined; e.g., lecture vs. video presentation, workshop vs. panel discussion."

Comments ranged from "Bunk" to "Should be taken into account, but other aspects are more important" to strong agreement. Some thought participants would not be aware of many "educational methods" in any case and that participant input might tend to "soften" the core of the program. Most respondents who thought this to be important believed that it should be left up to the discretion of the experts. One respondent who considered this item very important commented that: "It is probably more important for the instructors to be aware of this than the learners; planners have to take it into account."

The fact is, as NGT participants' responses to the question "Why are your needs unmet?" show, that learners are aware that how a workshop is done is important. They point; for example, to workshops that are too short, workshops that have too many participants, workshops that have too little learner participation. They point to the prevalence of panel formats and request some informal "experience sharing sessions at the Conference where only the room and topic are pre-planned and a facilitator is charged with getting discussion started."

Learners are also aware of the importance of relevant experiential learning as evidenced by the comment that it is "hard to find courses that can touch your problem and at your level of experience" and by the comment that the solutions suggested in many workshops cannot be adapted to small

libraries with "no money, insufficient staff and limited community resources to call upon." Also, some of the needs statements called for learning by doing; for example, "experience in negotiating with unions" and hands-on experience with on-line reference.

Thus, whether the learners are aware of specific methods of programming is beside the point. They are aware that they want something more than lectures and panel presentations, useful as these might be in some cases. While the instructor may have the ultimate responsibility for setting up the learning style, the planner has the responsibility to take it into account and discusss it with the instructor so that various options are considered, including the participatory and learning by doing options.

Other responses to "Why are your needs unmet" are listed in the Appendix. It should be noted that several of these match the items from Questionnaire #1 in the Delphi process.

Conclusions

A. Needs assessment workshops conducted in the field do successfully identify a variety of topics, programming ideas and related areas of concern, making it possible for OLA program planners to be responsive to the expressed needs of the membership:

1. New facets of topics

It is normal in a needs assessment to come across few totally new requirements. However, participants did articulate desires for numerous new facets of traditional workshop topics; for example,

- Information on the current national and international legal and economic matters affecting librarians in terms of financial planning, daily public relations, information services; etc. Specific items mentioned were labour law, family law, copyright, U.S. income tax regulations re backlist.

- Mini-courses on particular disciplines. There was more than one request for overviews of academic subjects particularly in the science and technology area (although the intent of the needs statements clearly included other subject areas) which would give librarians an introduction to the terminology and schools of thought (as well as the related bibliography) of unfamiliar disciplines. This is in contrast to workshops which have dealt with types of materials; for example, government documents.

- While past workshops on extension and community relations have dealt with different kinds of outreach services, there was a strong emphasis in the needs statements on establishing communication with the community in order to gain knowledge of community needs. Related to this was an equally strong emphasis on design and conduct of surveys in the Measurement & Evaluation section, as opposed to previous workshops on statistics and performance measurement.

2. Sharper focus

A constant refrain was the need for sharply focused, in-depth and practical workshops on elements of a subject rather than introductory overviews. This was particularly evident in the suggestions relating to the planning and personnel management area. OLA has offered, and continues to offer, many workshops on this theme, but the market will probably never be saturated. Participants expressed strong interest in workshops on the setting of objectives, lateral thinking, systems analysis, flow-charting, flexible time, listening skills, hiring, staff evaluation, report writing, negotiating skills, staff training, etc.

3. Variety of instructional levels

Another point that was frequently raised was the lack of advanced workshops for the experienced person in the field. At the other end of the spectrum were requests for finance and budgeting for librarians only peripherally involved with budgeting, the roles and responsibilities of trustees of small northern libraries,basic information services for those small libraries with minimal resources. To identify on a provincial scale the spectrum of instructional levels in each subject area would be one function of an ongoing needs assessment.

4. Variety of instructional methods

More than one group expressed a preference for the practical small group format of learning over the traditional lecture or panel style. However, the small group method often requires experienced group leaders and, therefore, OLA should actively consider developing a resource pool of such people.

5. Perennial needs

As mentioned earlier, some subjects will never become passe. Even though workshops have been offered for many years, the needs statements indicate that the need is continuous for programming on planning, budgeting and finance, personnel management, information services, selection of materials, community relations, the new technology and measurement and evaluation.

6. Gaps in expressed needs

Needs assessment, in addition to collecting expressed needs, can also draw attention to areas of theory and practice distinguished by a lack or scarcity of needs statements. Such gaps should be examined to ascertain whether there really are no needs or whether the omission is one of accident or lack of awareness. In the latter case OLA program planners may wish to take a leadership role.

7. New systems of delivery

The need for outreach to areas beyond Metropolitan centres was very evident. It would be appropriate however to gather more information about specific needs before putting together workshop packages.

The strong empahsis of the GBRLS group on liason, library visits, staff exchanges and work-sharing probably reflects their particular situation, but some similar statements were made by other groups and suggest a very interesting area of exploration. As continuing education obviously does not preceed solely in terms of workshops, it would be useful to consider the role that an organization such as OLA (or perhaps some other provincial body) might play in supporting and encouraging such initiatives.

8. Provincial information clearing house

One of the reasons most frequently given for needs being unmet was a lack of information about courses related to libraries and librarianship. It was pointed out by participants that a more comprehensive range of information about courses would allow one to plan professional development more consistently over a period of time. This concern deserves study to determine what services already exists, how adequate they are, whether they are readily accessible, etc. If a more effective service is required it would be natural function for a restructured Provincial Library Service.

B. It is practical to collect needs data from the field and the Nominal Group Technique is a workable and useful needs analysis tool.

The "Pilot Project" has provided a wealth of experience in using NGT. A detailed Training Manual and at least two trained facilitators are now available for conducting future workshops. To take advantage of this it is suggested that Divisions, Committees and Guilds undertake to sponsor the training of more facilitators and conduct needs assessment workshops in the various regions of Ontario. More dispersed areas might want to consider the Delphi process as a needs assessment technique.

It is recommended that OLA conduct ongoing needs assessment in order:

- To include more groups and therefore different types of libraries, different levels of management, a variety of service functions, different points of view, etc.
- To identify the needs of areas beyond Metro Toronto
- To keep information about needs current
- To collect more and more specific needs information
- To lay the basis for questionnaires focused on specific areas; e.g., mini-courses in subjects
- To take advantage of the training benefits of such workshops and begin building a resource pool of facilitators
- To generally maintain contact with the field, enhance OLA's profile, emphasize OLA's responsiveness to the needs of the membership and to encourage the growth of OLA

Professional Development Needs of Library Workers in Ontario

A Pilot Project

Needs Assessment: Pre-Test

Central Ontario Regional Library System - November 26, 1980

Note: The needs assessment workshop was conducted using the Nominal Group Technique. The group consisted of six librarians from public libraries in the Central Ontario Regional Library System (four - reference librarians and two chief librarians). The participants generated seventeen needs statements and voted for five priorities. Each participant ranked her five priorities, with a ranking of '5' representing the highest priority and a ranking of '1' representing the lowest priority. (Information regarding the number of participants voting for each item is not available for the pre-test group.)

Priority Vote	Needs Statement
18	Management skills; e.g., interviewing, performance appraisal, decision-making, problem-solving, discipline, human relations at work, psychology of management.
12	Applying use of computers (all sizes) to libraries; e.g., bookkeeping,ordering, circulation control, on-line reference.
10	Communications with community; e.g., publicity through talks, media. "How to get your message across." Also how to get message across to board and council.
9	Planning for future with library boards. Ways to educate them and me. Means of focusing on a goal; e.g., a five-year plan.
8	How to better assess needs of community; e.g., skills in conducting surveys & statistical analysis.
6	Industrial techniques applied to libraries; e.g., marketing, selling selves, staff training.

Professional Development & Education Committee
Ontario Library Association

Needs Assessment: Central Ontario Regional Library System (continued)

Priority Vote	Needs Statement
5	Survey methodology re non-users.
5	Survey design; e.g., re users.
4	More in-depth training in job appraisals & methods of conveying to people concrete ideas for their development.
3	Personnel management; e.g., putting employees assets to better use, thus producing greater accomplishment and job satisfaction.
3	Literary/Adult education for Canadians & new Canadians.
2	Time management.
2	Language books; e.g., ESL (English as a second language), sources of multi-lingual materials.
1	Establish communication with (branch) community via an "image." How to establish rapport with local community in order to find out their needs. How to give the branch a more meaningful place in local community.
1	Coping with stressful situations at work; e.g., firings, complaints from public.
-	Management knowledge; e.g., to put job experience into perspective.
-	Statistics. Introduction in order to better understand reports and be able to collect & use own statistics.

Needs Assessment: Central Ontario Regional Library System (continued)

Factor titles identified:

A. Management: Theory & Practice

- Management skills. (18)
- Job appraisals. (4)
- Personnel management. (3)
- Time management. (2)
- Management knowledgment.

B. Survey Methodology & Community Needs

- How to better assess needs of community. (8)
- Survey methodology re non-users. (5)
- Survey design; e.g., re users. (6)
- Establish communication with (branch) community via an "image." (1)

Notes: The number in parentheses is the priority vote.

Factor titles are a convenience to help the participants vote more accurately by making them aware of related needs statements. The participants vote for the needs statements, not the factor titles, but the factor titles indicate to the participant the extent to which she is concentrating her votes in any one general area. She is then free to either concentrate her votes or not to concentrate her votes.

Professional Development Needs of Library Workers in Ontario

A Pilot Project

Needs Assessment: Community Colleges

Centennial College - March 13, 1981

Note: The needs assessment workshop was conducted using the Nominal Group Technique. The group consisted of six Metropolitan Toronto area Community College librarians with responsibility for campus libraries. The participants generated thirty-eight needs statements and voted for seven priorities. Each participant ranked her seven priorities, with a ranking of '7' representing the highest priority and a ranking of '1' representing the lowest priority.

Priority Vote	Number of Participants Voting for the Item	Needs Statement
19	4	Need to know technological changes as related to libraries.
16	3	Computer reference.
14	3	Union/management relations.
12	2	Legal literature.
11	2	Role of library technicians.
10	2	Science & technology: Collection building for the non-scientist.
10	2	Communication techniques (Psychology); e.g., listening skills.
8	2	Liason with other professional librarians; e.g., exchange of information and ideas.

Professional Development & Education Committee
Ontario Library Association

Needs Assessment: Community Colleges (continued)

Priority Vote	Number of Participants Voting for the Item	Needs Statement
8	2	Current awareness of new materials; e.g., census, AACR2.
7	1	Specialized subject searching skills; e.g., legal.
6	2	Professional standing in college system; e.g., role of library in college system.
6	1	Supervision of staff and personnel problems (both support staff and professional staff).
5	2	Development of subject expertise.
5	1	Computers - Applications.
5	1	The law and how it affects libraries and librarians; e.g., copyright, fines, stop and seizure, property damage, assault.
5	1	Use of government documents.
5	1	Public relations (including marketing).
3	3	Library lay-out and design.
3	1	Library orientation methods.
2	1	Futurology with relation to libraries.
2	1	Audio-visual selection & organization techniques.
2	1	Collection weeding.
2	1	Relationship between librarianship and information processing.

Needs Assessment: Community Colleges (continued)

Priority Vote	Number of Participants Voting for the Item	Needs Statement
1	1	Survey and questionnaire design.
1	1	Library system analysis & design; e.g., computers.
-	-	Budgeting - Theory & practice.
-	-	Teaching skills.
-	-	Opportunities for staff exchanges with personnel in other information centres.
-	-	Minicourses in subject fields with regard to reference.
-	-	Familiarization with mechanics and applications of audio-visual equipment and systems.
-	-	Awareness of new equipment; e.g., Xerox, microform equipment, computer terminals.
-	-	New ideas for eliciting faculty participation.
-	-	Selection of print material and organization of in-house library files.
-	-	Statistical analysis techniques.
-	-	Serials management.
-	-	Foreign language selection.
-	-	Faculty status.
-	-	Updating cataloguing skills.

Needs Assessment: Community Colleges (continued):

Factor titles identified:

A. Technological changes

- Need to know technological changes as related to libraries. (19)
- Computer reference. (16)
- Computers - Applications. (5)

B. Subject expertise

- Legal literature. (12)
- Science & technology: Collection building for the non-scientist. (10)
- Specialized subject searching skills; e.g., legal. (7)
- Development of subject expertise. (5)

Notes: The number in parentheses is the pricrity vote.

Factor titles are a convenience to help the participants vote more accurately by making them aware of related needs statements. The participants vote for the needs statements, not the factor titles, but the factor titles indicate to the participant the extent to which she is concentrating her votes in any one general area. She is then free to either concentrate her votes or not to concentrate her votes.

Professional Development Needs of Library Workers in Ontario

A Pilot Project

Needs Assessment: Public Libraries I

Georgian Bay Regional Library System - March 29, 1981

Note: The needs assessment workshop was conducted using the Nominal Group Technique. The group consisted of seven public librarians from public libraries in the Georgian Bay Regional Library System responsible for reference services. The participants generated twenty-seven needs statements and voted for five priorities. Each participant ranked his/her five priorities, with a ranking of '5' representing the highest priority and a ranking of '1' representing the lowest priority.

Priority Vote	Number of Participants Voting for the Item	Needs Statement
11	4	Better understanding of library financing (sources).
11	3	Hands-on experience with on-line reference.
9	3	Opportunities to see other libraries in operation.
9	2	Use of community resources in developing subject collections.
9	2	Kept up-to-date in computer field.
9	2	Methods & means of weeding & discarding (the latter refers to actual physical means of disposal).
8	3	How to influence the continuing education of library board members.
6	2	Regular surveys of recent developments in subjects.

Needs Assessment: Georgian Bay Regional Library System (continued)

Priority Vote	Number of Participants Voting for the Item	Needs Statement
6	2	How non-professional staff can be trained & used in providing information to the public.
6	2	How to clarify objectives of a job area & pursue them.
5	2	More information on library budgeting.
4	2	Work-sharing techniques; sharing booklists produced by one library within a system, etc.
2	1	Presenting development proposals to library boards.
1	1	Information on grants.
1	1	How to conduct a library use survey - How to develop a questionnaire.
1	1	Convincing library boards of the need to facilitate the continuing education of all library staff.
-	-	What is available on outside on-line reference costs?
-	-	Exchange with librarians in special libraries.
-	-	How to train first time supervisors.
-	-	Legal reference: Resources & limits.
-	-	Refresher courses in basic library skills.
-	-	Reference public relations.
-	-	Different types of libraries & different types of administration involved.
-	-	Rare book management.
-	-	How do other people tackle cataloguing backlogs?

Professional Development & Education Committee
Ontario Library Association

Needs Assessment: Georgian Bay Regional Library System (continued)

Priority Vote	Number of Participants Voting for the Item	Needs Statement
-	-	Problem patrons; e.g., vagrants.
-	-	Seminar on flexible time.

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Factor titles identified:

A. Financing

- Better understanding of library financing (sources). (11)
- More information on library budgeting. (5)
- Information on grants. (1)

B. Computers

- Hands-on experience with on-line reference. (11)
- Kept up-to-date in computer field. (9)
- What is available on outside on-line reference costs?

C. Exchanges

- Opportunities to see other libraries in operation. (9)
- Exchanges with librarians in special libraries.

Needs Assessment: Georgian Bay Regional Library System (continued)

Factor titles identified (continued):

D. Library board relations

- How to influence continuing education of library board members. (8)
- Presenting development proposals to library boards. (2)
- Convincing library boards of need to facilitate continuing education of all library staff. (1)

E. Updating knowledge

- Regular surveys of recent developments in subjects. (6)
- Refresher courses in basic library skills.

F. Administration

- How non-professional staff can be trained & used in providing information to public. (6)
- How to clarify objectives of a job area & pursue them. (6)
- How to train first time supervisors.
- Different types of libraries & the different types of administration involved.

G. Collection development

- Use of community resources in developing subject collections. (9)
- Methods & means of weeding & discarding. (9)
- Legal reference: Resources & limits.
- Rare book management.

Needs Assessment: Georgian Bay Regional Library System (continued)

Factor titles identified (continued):

Notes: The number in parentheses is the priority vote.

Factor titles are a convenience to help the participants vote more accurately by making them aware of related needs statements. The participants vote for the needs statements, not the factor titles, but the factor titles indicate to the participant the extent to which he/she is concentrating his/her votes in any one general area. He/she is then free to either concentrate his/her votes or not to concentrate his/her votes.

Professional Development Needs of Library Workers in Ontario

A Pilot Project

Needs Assessment: Public Libraries II

North York Public Libraries - April 10, 1981

Note: The needs assessment workshop was conducted using the Nominal Group Technique. The group consisted of seven North York Public Library Area Librarians. The participants generated thirty-three needs statements and voted for five priorities. Each participant ranked his/her five priorities, with a ranking of '5' representing the highest priority and a ranking of '1' representing the lowest priority.

Priority Vote	Number of Participants Voting for the Item	Needs Statement
22	5	How to improve managerial effectiveness; e.g., how to use management techniques to maximize one's own potential.
13	4	Technology in the library; e.g., Telidon, minicomputers.
11	4	Five-year and ten-year plans; e.g., how to set goals and objectives.
7	3	Interviewing techniques; e.g., hiring, evaluation.
7	2	Short-term, long-term financial planning.
7	2	Evaluation of library service by patrons; e.g., survey methods, interview methods, research methods.
7	2	How to implement ongoing, on-the-job staff training.
- - - - -	- - - - -	- - - - -
5	2	Staff evaluation techniques.

Needs Assessment: Public Libraries II (continued):

Priority Vote	Number of Participants Voting for the Item	Needs Statement
5	1	Computer technology applications.
4	1	Current legal developments affecting library service; e.g., censorship, labour law, family law.
4	1	Negotiating skills.
3	2	Idea pool of experimental projects to include why, how and to what effect the projects were implemented.
3	1	Future directions for public libraries; e.g., impact of leisure, technology, schools, etc.
3	1	Specific information on specialized library information & service.
1	1	Updating courses for people returning to the field; e.g., a survey of the last five years.
1	1	Ongoing and frequent evaluation of management techniques in service industries; e.g., specific follow-up information.
1	1	Lateral thinking; e.g., de Bono.
1	1	Marketing of services; e.g., advertising, display, promoting the use of a broad range of resources.
-	-	Adult education; e.g., the role of the public library.
-	-	Time management techniques.
-	-	Report writing.
-	-	Cooperative approaches among library systems; e.g., government publication collections.

Needs Assessment: Public Libraries II (continued):

Priority Vote	Number of Participants Voting for the Item	Needs Statement
-	-	How to work through political groups; e.g., working in a political framework.
-	-	Cost effectiveness skills.
-	-	Working with community groups; e.g., to gain knowledge of the community and be responsive to needs.
-	-	Public relations techniques, public and political.
-	-	Flexibility in budgetary planning; e.g., reducing programs in general rather than cutting one or two programs.
-	-	Systems study; e.g., symbolic representation of activities, flow-charting.
-	-	International economic developments that might affect libraries; e.g., U.S. income tax re backlist, postal rates for books & magazines.
-	-	How to conduct surveys, both staff & public.
-	-	Experience in negotiating with unions.
-	-	Library development across the country and the continent.
-	-	Availability & usability of new library resources & tools; e.g., micromedia.

Needs Assessment: Public Libraries II (continued):

Factor titles identified:

A. Management

- How to improve managerial effectiveness. (22)
- Interviewing techniques. (7)
- How to implement ongoing, on-the-job staff training. (7)
- Staff evaluation techniques. (5)
- Negotiating skills. (4)
- Updating courses for people returning to the field. (1)
- Lateral thinking. (1)
- Time management.
- Cost effectiveness skills.
- Experience in negotiating with unions.

B. Information and data

- Technology in the library. (13)
- Computer technology applications. (5)
- Current legal developments affecting library service. (4)
- Idea pool of experimental projects . . . . (3)
- Specific information on specialized library information and service. (3)
- Ongoing and frequent evaluation of management techniques in service industries. (1)

Needs Assessment: Public Libraries II (continued):

Factor titles identified (continued):

B. Information and data (continued):

- International economic developments that might affect library service.
- Library developments across the country and the continent.
- Availability & usability of new library resources & tools.

C. Planning and budgeting

- Five-year and ten-year plans. (11)
- Short-term, long-term financial planning. (7)
- Future directions for public libraries. (3)
- Flexibility in budgetary planning.

D. Public relations

- Evaluation of library service by patrons. (7)
- Marketing of services. (1)
- How to work through political groups.
- Working with community groups.
- Public relations techniques.

E. Evaluation & development

- Evaluation of library service by patrons. (7)
- How to conduct surveys, both staff & public.

Needs Assessment: Public Libraries II (continued):

Factor titles identified (continued):

Notes: The number in parentheses is the priority vote.

Factor titles are a convenience to help the participants vote more accurately by making them aware of related needs statements. The participants vote for the needs statements, not the factor titles, but the factor titles indicate to the participant the extent to which he/she is concentrating his/her votes in any one general area. He/she is then free to either concentrate his/her votes or not to concentrate his/her votes.

Why Are Your Needs Unmet?

1. Content & Level

- "Not enough for general librarians." CORLS
- "Not enough intellectual (professional) content." CORLS
- "No workshops on our goals; e.g., management, survey design." CORLS
- "Most are not for service oriented fields." NYPL
- "Hard to find courses that can touch your problem & at your level of experience." NYPL
- "My strongest concern vis-a-vis C.L.A. and O.L.A. is the penchant for aiming workshops to a broad constituency membership, broad not in an interest sense (which is no problem), but in an experiential sense. Thus many "motherhood" statements and little real data. I think more workshops that presume a specific information groundwork would be helpful. Everyone is not at a beginning stage in all phases of his/her professional (in the widest sense) awareness. NYPL
- "Some of these concerns have been treated by OLA in Conferences but <u>at a level that is not helpful to the small library</u>. That is, the solutions suggested cannot be adapted to small libraries with no money, insufficient staff and limited community resources to call upon." GBRLS

1. Content & Level (continued)

- "Some needs may be individual & specific rather than general and therefore only have appeal to a very few." CAAT
- "Some of the needs might be met by short concentrated programs eg 1 day (Saturday) or 3 hrs an evening for 4 days in a row concentrating on skills, etc. Suspect that many programs on narrow, specific subjects, offered at an accessible time (eg; evening or weekend) & well advertised, would be well attended. Other topics could probably only be treated by the equivalent of university courses eg Business Literature etc. Provision for time off work to attend such courses would be an encouragement. CAAT
- "To some extent they are met. They could be more specifically met by directing them to community college librarians. Workshops have a tendency to get very general to reach a larger audience. This obviously makes them less & less useful. Some of these needs could be met by going back to formal education setting-not always satisfactory. CAAT
- "Many of these needs are not met because the processes or subject expertise to be learned are too complex or sophisticated to pick up quickly or easily. Some require whole courses in order to really master the area which needs to be learned. On the area of management skills for example learning to communicate effectively may come quite naturally to some people, may be improved through learning by some and may not be learnable (?) by others. OLA and other organizations can contribute to fulfilling these needs by familiarizing people with theories,

1. Content & Level (continued)

ideas and techniques to be learned. Workshops may just inspire further exploration by the individual into ways of acquiring the expertise required. CAAT

2. Motivation

- "Lack of energy." NYPL
- "My own incentive & motivation not necessarily very strong. GBRLS

3. Expertise

- "Lack of expertise." GBRLS
- "Nobody has enough expertise to conduct the workshop [because] the field is too new." CAAT

4. Format

- " Need small workshops." CORLS
- "Insufficient audience participation." CORLS
- "Some workshops too short." CORLS
- "Workshops too concentrated in time." CORLS

4. Format (continued)

- "Many of our continuing education needs could be solved with continuing opportunities to meet together and share experience or encourage one another's ideas. We do not have much regular opportunities in this region and OLA rarely risks such an open forum type of session. I would love to see the introduction of some form of experience-sharing session at conference where only the room and topic are pre-planned and a facilitator is charged with getting discussion started. OLA provides far too many workshops in panel speaker format where none of the panelists have anything to share which warrants their taking 30-40% of the workshop time." GBRLS

5. Time

- "Lack of time." NYPL
- "Time restrictions." NYPL
- "Time - length of course - time away from library." NYPL
- "Lack of time - job very demanding." NYPL
- "Main problem is really time in availing myself of information which is fairly readily available [e.g., financing]. GBRLS
- "Not enough time - why doesn't OLA send someone to the boondocks? We can't always take the travel time. GBRLS

6. Staffing

- "My library is so understaffed that I am not granted time to attend the workshops and short courses I would like to take." GBRLS
- "Lack of staff." GBRLS
- "Can't get away from job without messing up the staffing." GBRLS

7. Money

- "Cost of course." NYPL
- "Funding for Conferences not adequate." NYPL
- "Financial assistance not usually available from library." GBRLS
- "Not enough money. Board won't spend a penny on it." GBRLS
- "My library is too small to afford me the experience I want." GBRLS

8. Central Organization

- "But some things could not be done on an individual basis--need to be done by centralized organization--mainly through accessible publications [e.g., surveys of subj. areas] GBRLS
- "Need of a central organization to collate and act on the continuing education needs." GBRLS
- "There is very little opportunity for education. Few organizations provide any programs on a regular or readily accessible basis. There is no one group or organization that I

8. Central Organization (continued)

am aware of to coordinate and organize any continuing education. There seems to be little financial assistance in the area as well as a lack of expertise." GBRLS

9. Conferences

- "Publicity should be earlier." CORLS
- "Insufficient physical planning for workshops; e.g., London, Niagara." CORLS
- "Program not sufficiently explanatory re workshops." CORLS

10. Information re Continuing Education

- "Lack of knowledge of where to go for c/e needs. Field of c/e very diverse. Takes digging to find information." NYPL
- "Lack of availability of relevant information re courses & formal training opportunities." NYPL
- "Lack of awareness of courses or workshops." NYPL
- "The chief problem I see in furthering my education is that I do not have an overview of what is available to me by way of short courses. One hears in a rather hit & miss fashion of this course & that course, but it would be best to look over a whole year's possibilities-or even half a year-& choose intelligently." NYPL

11. On-the-Job-Training

- "There is very little in-house training at Senior Management level." NYPL
- "Would like to see more in-put by Senior Management in setting up training." NYPL
- "More need for individual professional development as part of job--on job training." CAAT

12. Other

- "More relevant substantive in-depth articles." CORLS
- "More current newsletters." CORLS
- "Senior staff not always considered for Committees involving other jurisdictions." NYPL
- "Lack of long range planning in the field (orgn)." NYPL
- "More middle management positions--in libraries." CAAT
- "Often things happening outside library--need to have better liason--eg computer applications, advancements in field of study." CAAT
- "Little encouragement/opportunity to pursue by employer." CAAT
- "Some areas, eg Management skills are touched on by other depts. & we may not be aware of them. And even if we do attend, they may not be specifically related to the library." CAAT
- "Education for librarians-related to libraries-some topics not touched by library school." CAAT
- "Not being met by professional organization." CAAT

Professional Development Needs of Library Workers
A Pilot Project

Information for Nominal Group Workshop Participants

1. Background

The Professional Development & Education Committee of OLA submitted a proposal to OLA in October, 1980 for a needs assessment project concerning the professional development needs of library workers in Ontario.

In November, 1980 Council approved the project and directed Don McFadyen, as principal investigator for the project, to "undertake a controlled study of professional development needs in the Ontario library community."

The method to be used in the project is the Nominal Group Technique, a process of group decision-making which can be used as a needs analysis tool. A pre-test of this workshop method was carried out in November, 1980. Past and present program planners in OLA are being consulted regarding the information they would find useful in implementing improved program planning.

Four Nominal Group Technique (NGT) workshops are to be conducted in March/April, 1980. They will include academic, school and public librarians among the participants.

2. Purpose

The OLA, through its Committees, Divisions, Guilds, etc., is heavily involved in the provision of seminars and workshops in order to support the professinal development of library workers. Moreover, the generally high level of ongoing response to such programs would seem to leave little doubt concerning the demand for professional development programming.

The Professional Development & Education Committee feels strongly that, and OLA Council concurs, it is important for the Association to be knowledgeable concerning the actual needs of library workers in respect to professional development. What gaps between present outcomes and desired outcomes are perceived by library workers in the professional development opportunities available to them? What new programming concepts might be most responsive to unmet needs?

The objectives of the present pilot project are three-fold: (1) to explore means of collecting information about professional development needs from the potential participants in professional development programming; (2) to determine the effectiveness of NGT as a needs assessment tool; and (3) to gather information about the professional development needs of library workers as represented by the participants in the four proposed NGT workshops.

Information about professional development needs collected by the pilot will be utilized in planning future professional development programs. It is also hoped that, should the pilot lend support to the concept of needs analysis, an ongoing program of needs assessment will develop.

3. Advantages to workshop participants

There are at least two very significant advantages to librarians lending their participation to the pilot project:

a) The opportunity to provide OLA with input concerning their actual needs and thus influence OLA programming
b) The opportunity to learn a useful group technique which can be used with either staff or public in determining needs, goals, solutions, etc.

The following quotes are from the pre-test participant feedback:

- "Useful technique for management goals."
- "Good way to get staff to clarify ideas without undue pressure."
- "Good chance to review aims and problems. Also learned from fellow participants."
- "Great opportunity to clarify goals about job and my ability to perform my job."
- "Excellent learning situation - chance to gauge my goals, needs, etc. against other people in similar situations."

4. Your participation is needed

OLA can only respond to your expressed needs. Your participation will help to ensure that OLA program planning will proceed on the basis of valid and useful information; e.g., information produced with the participation of the potential clients of the program. Without your input program planners must make assumptions about your needs. Some of these assumptions will be correct, but, inevitably, some will not be correct; and other needs may be inadvertently ignored. Your participation can make a difference. Your participation can help OLA be responsive to the needs of library workers and help enhance the effectiveness of professional development programs.

NOMINAL GROUP TECHNIQUE SUMMARY

STEP 1. SILENT GENERATION OF IDEAS IN WRITING

Process:

- Present the nominal question to the group in writing
- Avoid requests for clarification of question
- Charge the group to write ideas in brief phrases or statements
- Ask group members to work silently and independently
- Model good group behaviour
- Sanction disruption of the silent, independent activity by comments addressed to group as a whole

Benefits:

- Provides adequate time for thinking
- Avoids interrupting each other's thinking
- Faciliatate hard work by the model of other group members reflecting and writing
- Avoids premature focusing on single ideas
- Eliminates dominance by high-status or aggressive members in idea generation
- Keeps the group problem-centered

STEP 2. ROUND-ROBIN RECORDING OF IDEAS ON A FLIP PAD

Process:

- Provide clear instructions concerning the step:
  - Indicate objective of the step is to map the group's thinking
  - Explain need to present ideas in brief words or phrases
  - Explain process of taking one idea serially from each member
  - Explain group members must decide if items are duplicates
  - Explain that an individual may "pass" when he has no further items, but may "reenter" later
  - Express the desirability of hitchhiking and adding new ideas even if they are not on individual nominal worksheets
  - Explain inappropriateness of discussion prior to completion of listing
- Quick, effective mechanical recording:
  - Record ideas as rapidly as possible
  - Record ideas in the words used by group members
  - Provide assistance in abbreviating only in special situations
  - Make the entire list visible by tearing off completed sheets and taping them on an area visible to all group members
- Sanction group as whole if individuals engage in side conversations or attempt to discuss items prior to completing the listing

Step 2. Round-robin recording (continued)

Benefits:

- Equalizes opportunity to present ideas
- Assists in separating ideas from personalities
- Provides a written record and guide:
  - Increases group's ability to deal with a larger number of ideas
  - Avoids loss of ideas
  - Confronts the group with an array of clues
  - Encourages hitchhiking
- Places conflicting ideas comfortably in front of group
- Forces the group to fully explore the problem

STEP 3. SERIAL DISCUSSION FOR CLARIFICATION

Process:

- Verbally define the purpose of the step:
  - To clarify the meaning of items
  - To explain reasons for agreement or disagreement
- Indicate that final judgments will be expressed by voting so arguments are unnecessary
- Pace the group so that all ideas receive sufficient time for clarification
- Avoid forcing the member who originally lists the idea to be solely responsible for clarifying the item

Benefits:

- Avoids having discussion focus unduly on any particular idea or subset of ideas
- Helps eliminate musunderstanding
- Provides opportunity to express the logic behind items
- Allows members to disagree without argumentation

STEP 4. PRELIMINARY VOTE ON ITEM IMPORTANCE

Process:

- Ask the group to select from the entire list a specific number (7 ± 2) of priority items:
  - Place each priority item on a separate 3x5 card or rating form
  - Rank-order or rate the selected priority items
- Collect the cards or rating forms and shuffle them to retain anonymity
- Tally the vote and record the results on the flip chart in front of the group

Step 4. Preliminary vote (continued)

Benefits:

- Obtaining independent judgments in writing helps eliminate social pressures
- Expressing judgments mathematically by rank-ordering or rating increases accuracy of judgments
- Displaying the array of individuals votes clearly highlights areas needing further clarification or discussion

STEP 5. DISCUSSION OF THE PRELIMINARY VOTE

Process:

- Define the role of the step as clarification, not pressure toward artificial consensus
- Keep the discussion brief
- Caution group members to think carefully about any changes they make in their voting

STEP 6. FINAL VOTE

Process:

- (Repeat Step 4.)

Benefits:

- Accurate aggregation of group judgments and error reduction
- Closure to meeting

Reference: Delbecq, Andre L., Van de Ven, Andrew H., and Gustafson, David H. Group Techniques for Program Planning: A Guide to Nominal Group and Delphi Processes. Glenview, Ill.: Scott, Foresman, 1975.

DM Dec/80

Professional Development Needs of Library Workers in Ontario: A Pilot Project

Delphi Process - Program Planners - Closing Feedback

Review of the Process:

Twenty potential participants were contacted by telephone and invited to take part in the Delphi portion of the "Pilot Project." These included members of the program planning committees for both the 1980 and 1981 OLA Annual Conferences, as well as faculty and staff involved in planning continuing education programs for the Faculty of Library Science and the University of Toronto.

Twenty copies of Questionnaire #1 were mailed. Participants were asked to identify issues in response to a broad question as follows: "Please indicate what information would help you, as a decision-maker in OLA's professional development program, to plan OLA's future response to the professional development needs of the Ontario library community." Thirteen replies to Questionnaire #1 were received.

Questionnaire #2 was mailed to those who replied to Questionnaire #1 and consisted of a summary list of items identified by the thirteen respondents in Questionnaire #1. Participants were asked to review these items and to comment, ask questions, make clarifications, argue in favour of or against items. Participants were also asked to select the ten items they felt were most important, assigning a value of '10' to the most important, a value of '9' to the next most important, and so on, until the tenth item (the least important of the ten) was assigned a value of '1'.

Questionnaire #3 consisted of the items identified in Questionnaire #1, the comments on the items from Questionnaire #2 and the preliminary rankings from Questionnaire #2. Participants were asked to review the comments from Questionnaire #2, feeling free to add further comments. Again, participants were asked to rank the ten most important items as above. Thirteen questionnaires were sent out, twelve were returned.

The Closing Feedback consists of the items identified in Questionnaire #1, the comments from Questionnaire #2, the comments from Questionaire #3 (which includes the definitions of 'professional development' and 'continuing education' sumbitted), and the final rankings from Questionnaire #3. A separate list of the items from Questionnaire #1 in rank order has been included for easy reference.

Professional Development Needs of Library Workers in Ontario: A Pilot Project

Delphi Process - Program Planners - Closing Feedback

Final Vote	Items from Questionnaire #1	Summary of Earlier Comments	Implications and Reactions
35	1) As much background information about the learners as possible should be obtained before the program; e.g., a sort of census or profile of the "Ontario library community."	Not so important if the program is clearly conceived, has intellectual & academic validity, and if the potential audience is identified & specified.	If a program is designed without a knowledge of the potential audience's background, it may not suit the needs of that audience. This is very important for the workshop leaders/facilitators to do. I don't see that it is practical to try to do this before launching a program. Very important for the planning and development stage. What we need is congruency between learner needs and program objectives.
114	2) The specific topics, skills, etc. which are of interest/concern to the learners should be identified.	Sine qua non (along with employer's perceptions of professional development needs) of any program.	Continuing education should include a continuing dialogue between the learner and the person (or institution) providing the education so that learning needs are met effectively. One hopes that this goes without saying, but . . . Commitment will follow interest.

Final Vote	Items from Questionnaire #1	Summary of Earlier Comments	Implications and Reactions
66	3) The learner's purpose for taking a continuing education program--and the level of information needed--should be determined; e.g., basic training, updating, preparing for a new level of responsibility, re-entry into the profession.	Level is more important than purpose.	Not a clear distinction. The level is partly clarified by the purpose. I now see this item more closely related to #1. Background information should include the level of information attained previously--and point to the demand for various levels of learning. I strongly disagree that level is more important than purpose. The recent literature on adult development & learning makes it clear that purpose-based groupings are more effective than level-based groupings (even in relatively technical, high-content areas such as 2nd language learning). I believe it is important for adult educators to have input in the planning of professional development activities.

Final Vote	Items from Questionnaire #1	Summary of Earlier Comments	Implications and Reactions
73	4) The relative demand for each topic-level should be determined; e.g., what is the real future demand for increased expertise in various areas?	Common sense. I don't think this is often possible.	This may be determined in #2 and #3 on the basis of information provided. Future orientation is important, if difficult. Some sort of analysis of relative demand needs to be made in order to set priorities. Essential if learner's expectations are not to be eventually frustrated. Very useful in developing a provincial/regional strategy for delivering the professional development program package.

Final Vote	Items from Questionnaire #1	Summary of Earlier Comments	Implications and Reactions
19	5) Evidence that the participants are fully committed to the program is needed.	This item was perceived as controversial by the respondents.	Evidence not needed. Who cares??
		A number of respondents considered this impractical. Difficult to imagine what evidence. Perhaps learner fees? Prepaid?	Fee does not determine commitment, only willingness of organization to pay.
		The best evidence of commitment is willingness to pay the fee.	Willingness to pay fee may have more to do with financial ability to pay than with commitment.
			Prepaid fees might be some help in providing evidence of commitment.
			The best evidence of this is the willingness of the learners to assume the costs.
			Still think this is impossible & unnecessary.
			If someone were not "fully committed" what would the effect be? What does "fully committed" mean?
		Updating of skills, while essential, is not necessarily enjoyable or conducive to commitment.	Probably true.

Final Vote	Items from Questionnaire #1	Summary of Earlier Comments	Implications and Reactions
	5) Evidence that the participants are fully committed to the program is needed (continued).	We have to take some of this on faith--not pry too much.	
		Library associations and library schools are committed to continuing education, but individuals are not.	Silly. Many individuals have commitment to perceived learning needs.
			I'm not sure that educators can expect total commitment from every participant at all times. The basic assumption should be that anyone who shows up is committed. (It seems to me more appropriate for the insititutions/organizations to consider their own commitment, & how their programmes reflect that)
			It would seem to me that respondents have interpreted the statement differently. For me a program is not an activity be it of a day or even a week duration, but rather several activities: workshops, colloq., seminars, courses, etc. over a period of say 1 to 5 years. To mount an effort of such magnitude, commitment on the part of the consumers:

Final Vote	Items from Questionnaire #1	Summary of Earlier Comments	Implications and Reactions
	5) Evidence that the participants are fully committed to the program is needed (continued).		boards of trustees as well as librarians is crucial. So to me it is not a question of the commitment of one individual to a particular workshop or course which is at stake here.
29	6) Appropriately qualified professionals/experts should be identified and used to conduct continuing education programs.	Of secondary importance because we know or can find out.	Too time consuming and expensive, depending who plans cont. ed., where they work, who they know, time frames.
		Could be dealt with after a needs survey.	
		Not always necessary or desirable.	Surprise expressed at this. What does it mean?
			Nonsense. How can suitable experts be identified otherwise?
			Could be very important depending on the overall strategy that is developed to implement the P.D. program.
			If librarians wish to be considered truly professional, they must be concerned about this.

Final Vote	Items from Questionnaire #1	Summary of Earlier Comments	Implications and Reactions
	6) Appropriately qualified professionals/experts should be identified and used to conduct continuing education programs (continued).		Qualified does not necessarily equal appropriate. Organizers need to investigate expert's reputation as a speaker/instructor, make sure he knows at what level to direct his programme.
11	7) A resource list of potential speakers should be compiled which would include area of expertise, availability and cost of service if applicable.	Comments ranged from "a red herring: to "very badly needed."	Will require constant updating.
		Could be dealt with after a needs survey.	Agree, but is important.
		Relates to geographic access.	Costs can be affected.
		Exists; e.g., Susan Klement's "Who Knows What?"	Does OLA send this out to Conference planners?
			Strong Toronto orientation.
			Could become part of #6--having identified the "experts" they should/could be "listed" and used according to the final strategy developed . . .

Final Vote	Items from Questionnaire #1	Summary of Earlier Comments	Implications and Reactions
25	8) The needs and preferences of the learners regarding educational methods must be determined; e.g., lecture vs. video presentation, workshop vs. panel discussion.	This item was perceived as controversial by the respondents.	
		Most respondents who think this is important believe that it should be left up to the discretion of the "experts."	This is very important, but can only be done with respect to specific content areas. Again, the literature indicates a strong positive correlation between a match of learning/teaching styles, on the one hand, & the successful learning experience, on the other. It is probably more important for the instructors to be aware of this than the learners; planners have to take it into account.
		Participants may not be aware of many "educational methods" in any case.	Agree. Material to be covered should be a strong determining factor & one would expect a real expert to present material in most appropriate way.
		Participant input may tend to "soften" the core of the program, whereas those delivering the program can best determine the methods needed to inculcate the desired skills.	Should be taken into consideration & does not soften the core of the program--rather strengthens it.

Professional Development Needs of Library Workers in Ontario: A Pilot Project

Delphi Process - Program Planners - Closing Feedback

Final Vote	Items from Questionnaire #1	Summary of Earlier Comments	Implications and Reactions
	8) The needs and preferences of the learners regarding <u>educational methods</u> must be determined; e.g., lecture vs. video presentation, workshop vs. panel discussion (continued).	Agree, some people learn best via independent study. "Bunk."	Should be taken into account, but other aspects are more important. Now see this as less important, although the information could influence program planners.
52	9) The needs and preferences of the learners regarding <u>geographic accessibility</u> must be determined; e.g., how far are people prepared to travel, would they prefer locally available courses?	An important factor toward commitment. Would suggest centres where learner concentration is highest; e.g., Toronto, Hamilton, Ottawa, London.	Convenience <u>may</u> be. Important practical consideration. Adequate education requires, unfortunately, a concentration of resources. Location are hence probably fixed & limited in number. Yes, but experience suggests that places with visitor appeal also attract registration; e.g., a country retreat for a 3-day workshop. Yes, remembering that locals often take courses or opportunities for granted.

Final Vote	Items from Questionnaire #1	Summary of Earlier Comments	Implications and Reactions
39	10) The needs and preferences of the learners regarding the timing and length of the program must be determined.	Should be determined by those giving the program according to their perception of what is needed to inculcate the desired skills.	OK for presenter to determine length, but useful to know innapropriate times; e.g., budget time. This is a pragmatic concern, rather than a theoretical one. Should be a 2-way street. Another area in which the learner and educator must work out a plan that is practical & effective. Circumstances may not permit satisfaction of perceived need for a long course.
45	11) The amount and source(s) of money available for continuing education fees should be determined.	Who pays? Learner, institution, or sponsor (OLA, Ministry of Education)? Can be determined on basis of fees collected. Let's stop our lip service to continuing education and commit dollars to it.	Budgets--if no budget user fees paid by either user or institution, or a blend of each. Difficult to manage. OLA should be aware of current Ministry studies re: continuing education, of other professional groups concerned about these and of the need to organize & lobby around issues of concern.

Final Vote	Items from Questionnaire #1	Summary of Earlier Comments	Implications and Reactions
	(11) The amount and source(s) of money available for continuing education fees should be determined (continued).		Important that organizers know how much money is available and how it is to be distributed before they contact potential speakers.
23	(12) The sort of continuing education needs which OLA can best meet should be determined.	Not able for OLA in continuing education as opposed to professional development. People must express their needs before OLA can determine what it can do. Very important in efforts to avoid duplication and to provide information programs, but could be dealt with more effectively following a needs survey. (The same comment applies to Items #13 & #14 also.) We know that.	Some continuing education needs can be met on a "one shot" basis --one or two day courses or one hour sessions. Some can't. OLA has to stay with those which can, but should exercise more imagination about it. For example, an appropriate "one shot" continuing education experience is the "introduction" to various aspects of library work, but many sessions now are offered at introductory levels only. True.

Final Vote	Items from Questionnaire #1	Summary of Earlier Comments	Implications and Reactions
12	13) The sort of continuing education needs which library schools can best meet should be determined	Best done after a needs survey for coordination purposes. This would take a 10 year study. We know that.	OLA should encourage library schools to provide appropriate courses.
24	14) Programs of benefit to librarians offered by sources outside the library profession should be determined; e.g., the implication is that a list of such programs, with details of content, level, dates, etc. would be useful.	Could be done after a needs survey for coordination purposes. Very important since so much of "librarianship" is a composite of other disciplines.	
13	15) The reasons why certain continuing education needs remain unsatisfied should be determined; e.g., lack of courses or money, inaccessibility, etc.	Most needs should be able to be satisfied in one way or another. Past history is not necessarily an indication of future potential.	A needs assessment might also reveal this.

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Professional Development Needs of Library Workers in Ontario: A Pilot Project

Delphi Process - Program Planners - Closing Feedback

Final Vote	Items from Questionnaire #1	Summary of Earlier Comments	Implications and Reactions
38	16) Employers' perceptions of professional development needs should be determined.	Unless employers' perceptions of professional development needs are taken into account, participant expectations will be disappointed.	Continuing professional education is only successful when employers are committed to it, both at the pragmatic and theoretical levels.
35	17) New research and current developments in the library and information fields of which practicing librarians may not be aware should be identified.		I do feel that leadership is needed. Dedication to serving individual needs does not preclude the possibility of imaginative leadership. This is important and part of the responsibility of the library schools. Library workers can read current library journals independently. A continuing education program should be developed in equal parts of new and old developments in the field.

Professional Development Needs of Library Workers in Ontario: A Pilot Project

Delphi Process - Program Planners - Closing Feedback

Final Vote	Items from Questionnaire #1	Summary of Earlier Comments	Implications and Reactions
12	18) Strategies useful in developing a needs assessment program need to be identified; e.g., how do you go about determining the needs of the library community?		This is a need which can easily be met in a short workshop with a community development approach. In the past the needs assessments have not been very useful. We should find better methods. If we can't accurately determine the needs we will not likely develop the appropriate programmes. Isn't this what this process is all about?

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Definition: Do you think that there is a distinction to be made between 'continuing education' and 'professional education' as they apply to the field of librarianship and, if so, leaving aside the question of continuing education in one's personal life, what is that distinction.

Professional development is a term referring to the continuing education of professionals as members of their profession. No distinction to be made.

I think that the two terms are very close in meaning and can often be used interchangeably. Continuing education always implies gaining new knowledge. Professional development might include programs aimed at changing attitudes or behaviour--assertiveness training, for example--which do not necessarily impart new knowledge. Most professional needs, I think, can be met by continuing education.

Oh, dear. I prefer the term "continuing professional education," with reference to a particular profession. I can't see any point in making a distinction between professional development and continuing education.

For the purposes of this study, I consider them interchangeable.

I tend to use the two terms (continuing education and professional development) interchangeably. But when you suggest leaving aside continuing education in one's personal life, I am moved to apply a bit of a distinction between the original two terms. Professional development connotes the idea of upgrading and updating one's skills, e.g., training sessions in personnel management when you are promoted to a supervisory position. On the other hand continuing education while contributing ultimately to a better on-the-job performance is not so immediately related to a particular position, e.g., taking a degree in a subject discipline when you are closely associated with that discipline at work or taking an MLS when you already have a BLS or taking an American sixth-year program when you have an MLS. In a nutshell, for me professional development relates to a job while continuing education to a career. Please, note that this is a purely arbitrary and subjective distinction on my part. It may not be supported in research or in the literature.

Definition (continued):

I think of the term "continuing education" as referring to education towards some specific employment goal; and of "professional development" as an increase in, and rounding of, one's general professional knowledge/skills. Obviously, different people might pursue the same course-work for these different reasons--e.g., to become a better cataloguer; or to know more about cataloguing as part of the content of being a librarian. Equally obviously, the two ends might be pursued by different routes.

"Professional development" is probably a broader term than "continuing education." Professional development can take place in many ways--not only by formal learning--but by participating in professional activities. "Continuing education" implies some structured form of learning to update skills, etc. For the purposes of this project I took "professional development" to mean "continuing education."

Maybe professional development is a generic term that covers all aspects of inservice training/development. Continuing education may be one strategy for P.D. I think of continuing education as being one-six week courses at a college/university. P.D. programs may offer such an approach as one strategy. Other strategies could be conferences, one day seminars, a reading list, audio tape distribution, etc.

Appendix: Items from Questionnaire #1 in Rank Order

Final Vote	Number of Respondents Voting for the Item	Items from Questionnaire #1
114	12	2) The specific topics, skills, etc. which are of interest/concern to the learners should be identified.
73	10	4) The relative demand for each topic-level should be determined; e.g., what is the real future demand f r increased expertise in various areas.
66	9	3) The learner's purpose for taking a continuing education program--and the level of information needed--should be determined; e.g., basic training, updating, preparing for a new level of responsibility, re-entry into the profession.
52	11	9) The needs and preferences of the learners regarding geographic accessibility must be determined; e.g., how far are people prepared to travel, would they prefer locally available courses?
45	9	11) The amount and source(s) of money available for continuing education fees should be determined.
39	9	10) The needs and preferences of the learners regarding the timing and length of the program must be determined.
38	8	16) Employers' perceptions of professional development needs should be determined.
35	7	1) As much background information about the learners as possible should be obtained before the program; e.g., a sort of census or profile of the "Ontario library community."

Professional Development Needs of Library Workers in Ontario: A Pilot Project

Delphi Process - Program Planners - Closing Feedback

Final Vote	Number of Respondents Voting for the Item	Items from Questionnaire #1
35	7	17) New research and current developments in the library and information fields of which practicing librarians may not be aware should be identified.
29	5	6) Appropriately qualified professionals/experts should be identified and used to conduct continuing education programs.
25	6	8) The needs and preferences of the learners regarding educational methods must be determined; e.g., lecture vs. video presentation, workshop vs. panel discussion.
24	6	14) Programs of benefit to librarians offered by sources outside the library profession should be determined; e.g., the implication is that a list of such programs, with details of content, level, dates, etc. would be useful.
23	6	12) The sort of continuing education needs which OLA can best meet should be determined.
19	3	5) Evidence that the participants are fully committed to the program is needed.
13	4	15) The reasons why certain continuing education needs remain unsatisfied should be determined; e.g., lack of courses or money, inaccessibility, etc.
12	5	13) The sort of continuing education needs which library schools can best meet should be determined.

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Professional Development Needs of Library Workers in Ontario: A Pilot Project

Delphi Process - Program Planners - Closing Feedback

Final Vote	Number of Respondents Voting for the Item	Items from Questionnaire #1
12	3	18) Strategies useful in developing a needs assessment program need to be identified; e.g., how do you go about determining the needs of the library community?
11	2	7) A resource list of potential speakers should be compiled which would include area of expertise, availability and cost of service if applicable.

Note on Definitions

When the term 'Professional Development' was used for this project it was considered, for all practical purposes, to be interchangeable with 'Continuing Education.'

As one of the Delphi participants put it, when they were asked if there was a distinction to be made between the two: "Professional development is a term referring to the continuing education of professionals as members of their profession. No distinction to be made." Another preferred the term "continuing professional education, with reference to a particular profession" and could see no point in making a distinction. Several others also considered them interchangeable.

Those who made a distinction related continuing education to some structured form of learning to update knowledge or skills and considered it to be only one strategy of professional development. Professional development, on the other hand, involves a "rounding" of one's general professional knowledge and can take place in many ways; e.g., by participating in professional activities, going to conferences and one day seminars, reading the professional literature, etc.

Library Literature does not use the term 'professional development.' Rather, it uses 'Education for Librarianship' for formal education, 'continuing education' for learning opportunities pursued after preparatory education and 'In-Service Education' for staff training. Titles under the

heading 'Continuing Education' include the terms 'continuing professional education,' 'staff development' and 'professional development.'

Barbara Conroy (Library Staff Development and Continuing Education: Principles and Practices. Libraries Unlimited, 1978. pp. xv-xvi) defines the general purpose of staff development as assuring that "library personnel are motivated, productive, and skilled in their jobs, and that they understand and can implement library purposes and policies. . . . Staff development strives for both individual and organizational outcomes, and for short- and long-range achievements." Continuing education, on the other hand, "consists of those learning opportunities utilized by individuals in fulfilling their need to learn and grow following their preparatory education and work experiences." The impact of continuing education is more diffuse than that of staff development. "Although increased effectiveness of libraries and personnel is again the desired outcome, continuing education embraces a broad concept of the present situation and a vision of the probable future."

The ALA World Encyclopedia of Library & Information Science (ALA, 1980. p. 164) defines 'Continuing Professional Education' as "the formal, or informal, lifelong learning, or training, that updates, refreshes, or upgrades knowledge, skills, or competencies of library/information/media personnel, enabling them to better perform their roles in the profession." As such it "directly supports professionalism. It provides a way for practitioners to be lifelong learners, maintain an awareness of research and current trends, and relate new knowledge to their own roles in the profession. It is a method to improve and maintain lifelong competency."

'Continuing Professional Education' appears to be the accepted term in the literature for that lifelong learning which is related to one's professional role and which includes both participation in courses, conferences, workshops,

etc. to gain specific knowledge and skills and also those broader professional activities; such as, participation in professional associations, writing articles, etc. with which some people associate the term 'professional development.' Thus, the project's usage of 'professional development' and 'continuing education' as interchangeable is compatible with the usage in the literature. However, it is suggested that in future either the term 'continuing education' or 'continuing professional education' be used in order to avoid any confusion which use of the term 'professional development' might generate.

THE DELPHI TECHNIQUE

The Delphi Technique is a multiple use planning tool which "can be used to help identify problems, set goals and priorities, and identify problem solutions. It can also be used to clarify positions and delineate differences among diverse reference groups" (Delbecq, 1975, p. 84).

Delphi is a group process which utilizes written responses in a series of questionnaires as opposed to bringing individuals together. "The first questionnaire asks individuals to respond to a broad question. . . . Each subsequent questionnaire is built upon responses to the preceding questionnaire. The process stops when consensus has been approached among participants . . . , or when sufficient information exchange has been obtained" (Delbecq, 1975, p. 83).

Thus, in situations where the judgments of a number of individuals are sought in order to improve the quality of decision-making, but where the experts, users or administrators whose judgments are sought cannot come together physically, Delphi provides for information exchange and an aggregation of judgments.

When Should Delphi Not Be Used?

There are three critical conditions necessary to complete a successful Delphi:

1) Adequate time.
2) Participant skill in written communication.
3) High participant motivation.

Delphi should not be used when time is limited. Most Delphi studies take more than a month to implement. As a rule of thumb, the minimal required time for a Delphi is about 45 days. Delphi should likewise not be used with groups

that have difficulty in reading or in expressing themselves in written communication. Finally, like all other group processes, the quality of responses is very much influenced by the interest and commitment of the participants. Delphi requires especially high participant motivation since other people are not present to stimulate and maintain motivation. (Delbecq, 1975, pp. 84-85)

Questionnaire #1

Questionnaire #1 in a Delphi process allows participants to identify issues. This may be in response to a broad question, as in a pilot research instrument, whereby the participants create subcategories and variables themselves; or it may be in response to a survey research instrument, where the variables are already developed, and concern is only with refinement and movement toward consensus concerning the relative importance of individual variables.

The benefits of this step are as follows:

1) Adequate time for thinking and reflection.
2) Avoidance of undue focusing on a particular idea.
3) Avoidance of competition, status pressures, and conformity issues.
4) The benefit of remaining problem-centered.
5) Avoidance of choosing between ideas prematurely.
6) Flexibility in allowing participants to respond at the most convenient time.
7) No travel time required.
8) Anonymity. (Delbecq, 1975, p. 90)

Questionnaire #2

Questionnaire #2 is the result of an analysis of questionnaire #1 and consists of a summary list of items identified in questionnaire #1. It is important, of course, that each item in questionnaire #2 accurately conveys

the meaning which respondents attempted to communicate by means of questionnaire #1. Questionnaire #2 asks participants to review the items identified in questionnaire #1, argue in favour of or against those items, and clarify items. It also asks participants to rank items to establish preliminary priorities among the items.

The benefits of this step are as follows:

1) Areas of disagreement are identified.
2) Areas of agreement are identified.
3) Items requiring clarification are identified and discussed.
4) An early understanding of priorities emerges.

Questionnaire #2 is the beginning of a dialogue between participants. Questions can be raised. Statements of support and criticism can be made. Results will be relayed to all participants through Questionnaire #3, allowing respondents to consider these further clarifications and vote more accurately. The intent is to help participants understand each others' position and to move toward accurate judgments concerning the relative importance of items.

(Delbecq, 1975, p. 97)

Questionnaire #3

The third questionnaire "permits the participants to review prior responses and express their individual judgments as to the importance of each item" (Delbecq, 1975, p. 103). (Note: The number of Delphi questionnaires may vary from three to five, depending on the degree of agreement and amount of additional information being sought or obtained.)

The benefits of questionnaire #3 are as follows:

1) It provides closure for the study.
2) It suggests areas where diversity of judgment exists, but allows for the aggregation of judgments.
3) It provides guidelines for future research and planning.

(Delbecq, 1975, p. 104)

In preparing questionnaire #3, the investigator may wish to contact some respondents individually to elicit information regarding requested clarifications and to probe for the reasons behind differences of opinion evidenced in the responses to questionnaire #2. This will decrease the chance of misinterpreting or neglecting a respondents comments and increase the ease with which the respondents to questionnaire #3 can identify and understand the final items to which their reactions are being sought.

It should be emphasized that, while priorities can be aggregated by voting, individual differences in judgment may still exist. "The magnitude of these differences and characteristics of respondents whose opinions differ are important information to know as a guide to further program planning. For example, if a sizable minority view an item as important, this information is just as important a planning clue as the identification of agreed-upon priorities. The final questionnaire permits us to measure both diversity and agreement" (Delbecq, 1975, p. 104).

Final Report

Finally, the participants are given a summary of the results from questionnaire #3 and a final report is written, summarizing the goals and process as well as the results. The former achieves final closure for the participants who have put a lot of work into the process and deserve feedback. The latter is important so that any action taken can be seen to be related to the results of questionnaire #3 in the Delphi process. Actions taken will have more legitimacy if it is obvious in what way they were influenced by the Delphi process.

Reference: Delbecq, Andre L., Van de Ven, Andrew H., and Gustafson, David H. Group Techniques for Program Planning: A Guide to Nominal Group and Delphi Processes. Glenview, Ill.: Scott, Foresman, 1975.

Comparison of Delphi & NGT

Needs Assessment Criteria	Delphi	NGT
A. Preparation		
1. Is it difficult/easy to prepare?	Relatively easy - select investigating & participating groups - correspondence - pre-test question	Relatively easy - select participating group - arrange for workshop - pre-test question
2. Is there training involved?	Yes - investigating group must be familiarized with questionnaire procedure	Yes - facilitators must be trained - one 3-hour session adequate
B. Implementation		
1. Is it difficult/easy to implement?	Relatively difficult - preparation of questionnaires # 2 & #3 very demanding re interpretation & collation - reminder letters & follow-up.	Relatively easy - facilitator can effectively conduct workshop after one 3-hour training session.
2. Is a project investigating group necessary?	Yes - for interpretation & collation of responses	No - observers & recorders desirable, but not essential
3. Is the format flexible?	Somewhat - number of questionnaires can vary, but concept of feedback & dialogue should be maintained	Somewhat - can modify steps as seems appropriate, but problem-solving principles and equality of participation should be maintained.

Comparison of Delphi & NGT

Needs Assessment Criteria	Delphi	NGT
B. Implementation (continued)		
4. How many people can it reach, in how much time and over what distance?	Unlike an ordinary questionnaire, the number of Delphi participants should be limited, otherwise the data would become unmanageable. One group of 15 takes two-three months. Distance no problem.	Each group will have five to nine participants. One group per week for three months could therefore accommodate 84 participants. Distance may or may not be a problem depending on availability of local facilitators.
5. How expensive it it?	Relatively inexpensive - telephone calls, postage, considerable typing and photocopying.	Can be relatively inexpensive, if local facilitators available. Travel costs for facilitators and/or participants may be a factor.
6. Participant dropout?	Can be significant, especially on first questionnaire.	Minimal, or nonexistent
C. Problem-Solving (Idea) Process		
1. Is there opportunity for interaction?	No face-to-face interaction. Limited dialogue through feedback & opportunity to comment & modify opinion.	Face-to-face interaction.

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Comparison of Delphi & NGT

Needs Assessment Criteria	Delphi	NGT
C. Problem-Solving Process (continued)		
2. Does it reveal feelings, causes, possible solutions (or just facts)? Does it allow for expression of unanticipated responses?	Open questionnaire format allows for unanticipated responses and free expression of feelings, causes, etc.	Interaction increases chance of getting at causes, etc.
3. Does it permit synthesis of various viewpoints?	To some extent through feedback.	Yes, through open discussion.
4. Does it allow for separation of ideas and solutions?	Yes	Yes
5. Does it produce high quality of ideas?	Yes, although limited by lack of true interaction.	Yes. Enhanced by interaction.
6. Does technique provide for consistency among groups?	Yes - through structured format and voting.	Yes - through structured format and voting.
D. Group Dynamics		
1. Does it enhance equality of participation?	Yes - participants can be anonymous and do work independently.	Yes - the nominal aspects encourage equality of participation - in the clarification step the facilitator has the responsibility to encourage isolated individuals

Comparison of Delphi & NGT

Needs Assessment Criteria	Delphi	NGT
D. Group Dynamics (continued)		
2. Does it allow group to make own analysis & set priorities?	Yes - through feedback & voting, although limited by lack of interaction	Yes - through discussion voting
3. Does it promote general understanding?	Limited by lack of interacton.	Yes - through open discussion.
4. Does if build support for needed change?	Limited by lack of interaction	Yes - through interaction
5. Does it permit consensus and sense of accomplishment?	Yes - through priority voting.	Yes - through priority voting.
6. Does it put people on the spot? Does it embarrassment, fear?	No since it can be anonymous and is not, in any case, face-to-face.	Face-to-face aspect produces some pressure to produce ideas, but flip-chart recording of ideas helps to make ideas responsibility of group, rather than the individual. Facilitators should make it clear that participants can 'pass' at any time.
7. Does it require high individual motivation?	Yes - since participants work independently.	Motivation enhances by group interaction.

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Comparison of Delphi & NGT

Needs Assessment Criteria	Delphi	NGT
E. Data		
1. Can data be easily summarized? Quantified?	Yes - although there may be some difficulty interpreting data.	Yes - although there may be some difficulty with statements at different level of specificity.
2. Does it produce specific & precise information?	Since the participants are generating the items there may be some difficulty obtaining specificity.	Ditto. This could be corrected in an interacting group with other methods; e.g., goal analysis.
3. Does it produce quick results?	No - full process takes 2-3 months.	Yes - one workshop can results in 3 hours.
F. Dos & Don'ts	Identify clearly information desired from group.	Identify clearly information desired from group.
	Be sure participants are highly motivated.	Prepare participants for structured format.
	Do work with a project investigating group.	Use as learning experience in problem-solving technique for participants.